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THIRD REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

Presented to both Houses of Parliament by Command of Her Majesty.

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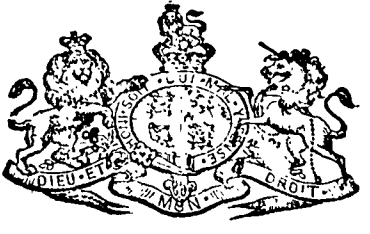

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THIRD REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

I.

THE Council of Military Education have the honour to submit to His Royal Highness the Field Marshal Commanding-in-Chief and to the Right Honourable the Secretary of State for War, their Report on Army Schools, Libraries, and Recreation Rooms, for the year ending 31st March 1865. I. Report.

II.

SCHOOLMASTERS.

II. Schoolmasters.

On the 31st March 1865 the establishment of Schoolmasters stood thus, viz.:—

Under the New Regulations as to Pay, Pension, and Promotion.

Superintending Schoolmasters - -	9
Army Schoolmasters - - -	145

Under the Old Regulations.

1st Class Schoolmasters - - -	10
2nd „ „ - - -	41
3rd „ „ - - -	33
Total - -	238

II. Schoolmasters.

As on the 31st March 1864 the establishment consisted of 226, the total increase during the year has been 12; exactly the same as the average shown in the previous Reports.

There were also on the 31st March 1865 the following persons, who may be considered as being under training for the office of army schoolmaster, viz.:—

Assistant, or 4th class schoolmasters, serving with regiments	14
Assistant, or 4th class schoolmasters in the Royal Military Asylum, and in the Royal Hibernian School	14
Students in the Normal and Model Schools, Chelsea	17
Pupil-teachers in the Royal Military Asylum and Royal Hibernian Schools	25
Total	70

The casualties among the schoolmasters have been 15 in number, viz.:—

By discharge	13
By death	2

while the ranks have been recruited by 22 trained schoolmasters from Chelsea, and by five who have been taken on the strength, provisionally, from the Indian establishment.

The reports of the assistant and local inspectors, as well as of the officers commanding regiments, with a few exceptional cases, speak very favourably of the conduct and ability of the army schoolmasters.

Lieut.-Colonel Gleig says,—"The conduct of the schoolmasters and schoolmistresses, so far as I have had an opportunity either of seeing it or of hearing about it, has been satisfactory, except in a very few instances which were reported to the Council as they occurred."

Mr. Vicars says,—"The schoolmasters in my district have conducted themselves most creditably during the past year. They are, for the most part, men of character as well as of ability."

Mr. Sargeaunt,—"I have reason to be satisfied with the conduct and efficiency of the schoolmasters and schoolmistresses in my district—they have generally displayed zeal and tact in the performance of their duties, and I should be unwilling in my annual report to detract from the character of the general body of teachers, by

"repeating any individual shortcomings I may have found it my duty to notice in my inspection reports." * II. Schoolmasters.

Colonel Maude,—"I find the schoolmasters, as a body, very zealous and attentive to their duties; and they cheerfully respond to the slightest suggestion made to them. They are generally reported on favourably by their commanding officers."

Colonel Romer,—"During the past year all the trained schoolmasters (the one belonging to the 4th Regiment, who was with his regiment at Corfu, excepted) have been for some weeks under arrest, and the masters of the 7th and 22nd regiments have been removed from the service. These circumstances have been already reported to the Council. The conduct generally, however, of the schoolmasters, except in the instance referred to, has been good, and commanding officers report that they are satisfied with them."

An alphabetical list of army schoolmasters will be found in App. I., No. 1, as well as a list of the schoolmasters appointed by the Government of India.

III.

Schoolmistresses.

III. Schoolmistresses.

The establishment of schoolmistresses on the 31st March 1865, stood as follows:—

Trained Schoolmistresses.

Special - - - -	2
1st class - - - -	20
2nd class - - - -	38
3rd class - - - -	149
Total - - -	209

Showing an increase of only four during the year; it being very difficult to obtain persons qualified for the duties.

Besides the above there were

Pupil-teachers and assistant schoolmistresses - - - -	27
Monitresses - - - -	116
Acting and detachment schoolmistresses	91
Total - -	234

* Vide App. I. No. 2.

III. Schoolmistresses. Making a total of 443 persons engaged in conducting the infant and industrial schools of the army.

The conduct of the schoolmistresses and their assistants has been satisfactory. The opinions of Mr. Sargeaunt and Lieut.-Colonel Gleig regarding their conduct have been given when speaking of the schoolmasters.

Mr. Vicars says,—"The schoolmistresses as a body are "well qualified for their positions. They have imbibed "correct notions of system and of discipline, and they "appear to be interested in their work."

IV.

IV. Inspection.

Inspection of Schools.

The Inspectional Divisions remain as before. See Appendix II.

Division I. is inspected by Lieut.-Colonel Gleig, R.A. It includes London, Aldershot, the South-eastern Military District, Woolwich, Chatham, and Colchester.

It contains:—

Adults' schools -	- 58
Grown children's -	- 58
Infant and industrial -	- 59
Total -	- 175

The following superintending schoolmasters are appointed in this Division:—

Superintending Schoolmaster Grant, Aldershot.
" " Belling, Shorncliffe.

Mr. Wharry inspects the schools of the Royal Artillery at Woolwich, as well as those at Warley, Sheerness, Shoeburyness, Chatham, and Maidstone.

Division II. is inspected by J. P. Sargeaunt, Esq. It includes Scotland, the Northern, Western, and South-western Military Districts. It contains the following schools:—

Adults' - -	- 39
Grown children's -	- 43
Infant and industrial. -	- 37
Total -	- 119

The following superintending schoolmasters are located in this Division, viz.:— IV. Inspection.

Superintending Schoolmaster Robertson, Edinburgh.
" " Kirk, Portsmouth.
" " Savage, Plymouth.

Division III. is inspected by E. A. Vicars, Esq. It includes all the Military Stations in Ireland, and embraces—

Adults' - -	- 37
Grown children's -	- 35
Infant and industrial -	- 34
Total -	- 106

Two superintending schoolmasters are located in this Division, viz.:—

Superintending Schoolmaster Barnes, Dublin.
" " Newsom, Curragh.

Each of the above schools is examined at least once a year by the Assistant Inspectors or the superintending schoolmasters, and when the former does not examine, he inspects the school which has been examined by the superintending schoolmaster.

Local inspectors of schools are appointed, when required, to large garrisons abroad. They are selected from the officers of the garrison, their inspectional charge of the schools being in addition to their own duties. The salary is 3*s.* a day. At present there are only two local inspectors, viz.:—

Colonel Maude, C.B., V.C., Assistant Adjutant-General, Gibraltar.
Colonel Romer, R.A., Malta.

The army schools in the North American colonies are placed under charge of two superintending schoolmasters, viz.:—

Superintending Schoolmaster Stockham, Upper Canada.
" " Little, Lower Canada.

These superintending schoolmasters are specially appointed to the stations of Toronto and Montreal, respectively; but they will be employed occasionally by direction of the Lieutenant-General Commanding, in visiting the other military schools of the provinces.

The scheme for amalgamating the Indian with the Imperial establishment, alluded to in the Second Report, has not

IV. Inspection.

yet received the sanction of the Secretary of State for India. Captain Dunn and Lieut. Jacob continue to superintend the schools in the Bengal and Bombay presidencies respectively; but it appears that no officer has yet been appointed to the charge of those in Madras.

The new system of inspection referred to in the Second Report of the Council being sanctioned, its provisions were immediately introduced into the schools; but as very few of them have as yet been examined under this system, the table given at page ix. of the former Report cannot be repeated here.

The annual reports of the Assistant and of the Local Inspectors will be found in Appendix III., as well as detailed reports from the superintendents of army schools in the Bengal and Bombay presidencies.

V.

V. State of Education in the Army.

State of Education in the Army.

The following table, showing the present state of education in the army, has been deduced from returns received from the Adjutant-General of regiments and corps, amounting to 182,932 men. The per-centage in the last column is taken from the Council's Report of 1864.

	Number returned.	Per-centage in 1865.	Per-centage in 1864.
Class 1. Who can neither read nor write.	23,726	12·97	13·44
„ 2. Who can read but not write.	30,271	16·55	17·30
„ 3. Who can read and write.	116,483	63·67	64·05
„ 4. Who have a superior degree of education.	12,452	6·80	5·18

This return does not include certain batteries of Royal Artillery, one regiment of Cavalry, and eleven battalions of Infantry, from which no returns have as yet been received.

In classes 1, 2, and 4 there is an improvement; yet class 3 exhibits a falling off. That is to say, that while the proportion of utterly uneducated men and of those who can read but not write has decreased, and the proportion of those who have a superior education has increased, there is an actual falling off, though a very small one, in the per-centage of those who can both read and write.

This anomaly might be accounted for on the supposition that many recruits have joined these schools during the year; and this is probably the true explanation, for many men who enlisted in 1854 became entitled to their discharge at the end of last year. V. State of Education in the Army.

The following table shows the proportion of "uneducated" among the several branches of the service, comprising under that term Classes 1 and 2 of the above table. The percentages in the last two columns are taken from the Council's Second Report:—

Corps.	Classes 1 and 2, uneducated.		
	1865.	1864.	1860.
Cavalry	19·78	20·80	22·03
Royal Artillery	19·41	22·09	25·65
Royal Engineers	3·34	3·44	5·36
Military Train	38·62	35·06	42·37
Foot Guards	10·06	9·73	10·96
Infantry of the Line	35·71	36·40	45·62

—An improvement is visible in the Cavalry, Artillery, and Infantry of the line. The Engineers remain stationary. The Foot Guards and Military Train exhibit a falling off; but this was to be expected of the former, who recruited so largely in 1864.

VI.

State of Education in the Schools.

VI. State of Education in the Schools.

In Appendix IV. will be found a table showing the state of education in the several adult schools.

As only very few of the schools have been inspected under the new system, this table has been compiled from the reports of the half-yearly examination by the schoolmasters, and must, therefore, be considered as an approximation only; though the Council believe that it represents with sufficient fairness the real state of the case: for where schools have been inspected, the general accuracy of the schoolmaster's report has, in almost every case, been confirmed by the Assistant Inspector or the superintending schoolmaster.

The table is also incomplete in the number of schools, as very few reports have been received from regiments serving in India.

VI. State of Education in the Schools.

The following is an epitome of the table:—

Corps.	Number of Corps.	Number of Men examined.	Reading.			Writing.			Arithmetic.					
			Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from Easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion and Practice, and Mess Accounts.	Fractions, Decimals, and higher Subjects.
Cavalry and Military Train.	23	1,277	211	438	560	462	430	319	606	208	154	123	94	60
Guards, and their Depôts.	8	1,565	253	552	770	508	536	521	764	173	240	127	203	58
Infantry of the Line.	51	8,468	1,717	3,343	3,568	3,136	3,130	2,348	3,851	1,360	1,268	937	766	433
Colonial Regiments, &c.	4	408	110	96	68	150	125	26	127	83	78	44	41	19
Depôt Battalions.	21	4,341	1,064	1,438	1,547	1,903	1,170	983	2,246	632	508	416	377	97
Royal Artillery	–	2,132	323	654	1,155	624	719	610	788	332	343	257	253	129
Royal Engineers.	–	399	51	92	256	65	159	175	114	39	29	61	79	68
Total	–	18,590	3,729	6,613	7,924	6,853	6,269	4,982	8,496	2,827	2,620	1,973	1,813	864

Few of the returns show the number of men learning geography, history, or grammar; and the amount of knowledge in these subjects appears, by the reports of the Assistant Inspectors, to be very insignificant.

Colonel Gleig reports—"It appears, therefore, that both "in the adult schools and in the schools for children which "have come within my observation, or have been reported "upon by the superintending schoolmasters, or by the "regimental schoolmasters for my information, the general "standard of acquirement in reading is higher considerably "than in writing from dictation, and in a still greater "degree than in arithmetic."

"History and geography," he observes, "are not generally "taught in adult schools; though occasionally instruction "is given in one of the subjects, rarely in both, to a limited "number of pupils."

Of grammar he says, "I have seen only five adult schools "in which English grammar was systematically taught; "and with such results as to make me think it worth while "to notice the circumstance."

Mr. Vicars observes—"As to arithmetic, those who were "unequal to any sums in advance of compound division, "were very largely in excess of those who could work the "questions allotted to Form C. (old rules). The four

" simple and the four compound rules, therefore, may be " regarded as the boundary of the arithmetical attainments " of a preponderating majority of the adults of all ranks " examined by me during the past year. Any knowledge " of geography or history with which I met was generally of " an elementary character, and was confined to the limited " number who were able to master the sums given in Form " C." VI. State of Education in the Schools.

Colonel Romer, local inspector at Malta, finds great weakness in orthography, even with men who read well and write a good hand. He observes—" I think that masters " generally should pay more attention to this. No doubt " it is a difficult thing to teach an adult to spell, but I have " seen great improvement from constant exercise in dictation."

Colonel Romer considers that history and geography can rarely be taught, except where there are special classes.

VII.

Attendance at School. VII. Attendance.

The irregularity in attendance, so long complained of, has by no means abated.

Mr. Vicars reports a falling off in Ireland of 392 in the numbers on the school books since his last report; but he adds the remarkable information that the number of non-commissioned officers has greatly increased, there being nearly five times as many in December 1864 as there were in December 1863.

Then as regards daily attendance he finds a falling off to the extent of 181.

Mr. Sargeaunt complains of irregularity of attendance as the great impediment to progress in the adult schools.

He instances a regiment in his division, on the school books of which there were 66 men exclusive of drummers and band boys; of this number

1	man	gave weekly	3	attendances.
7	men	„	2	„
21	„	„	1	„
37	„	„	0	„

making an average of about half-an-hour's schooling per week for each man.

This state of things was not due to any pressure of duty, of drills, or of musketry instruction.

VII. Attendance. Mr. Sargeaunt adds—"I think, then, it may fairly be "assumed that, as a rule, each soldier's attendance does not "take place more than once a week throughout the year; "and taking off six weeks for holidays and other inter- "ruptions, we arrive at the conclusion that the instruction "to each man does not amount to more than forty-six hours "per annum. How then can even fair progress be ex- "pected?"

In order to show that such a low state of attendance is not necessary, Mr. Sargeaunt refers to another regiment, the 26th Cameronians, where, the commanding officer taking an interest in the education of his men, there is an average daily attendance of 155 men.

From Gibraltar, Colonel Maude, local inspector of army schools, reports the attendance to be slightly improved. This is due, perhaps, to the circumstance he quotes of two regiments, the commanding officers of which exempt their men from mid-day parades for the purpose of attending school. "This boon," he adds, "is naturally much prized "by many who take advantage of it, and their progress is "consequently very satisfactory."

"Unless some inducement of this kind is held out by "commanding officers in a garrison such as this where "guards and other duties are heavy, it is hardly to be "expected that men will feel inclined to devote the few "leisure hours they may have to improving themselves at "school."

Colonel Romer, local inspector at Malta, is unable to report the schools as being in a satisfactory condition, owing to irregularity in attendance on the part of the men, which in some cases renders the attendance merely nominal.

In Appendix No. V. is published a table showing the average number of non-commissioned officers and men whose names were on the school books during the year 1864; the average daily attendance; and the average number of hours of attendance given weekly by each man. The table, owing to peculiar circumstances has been compiled this year on a mean of the returns for May and October, which represent respectively the lowest and highest attendances.

On comparing the following epitome of the table with that printed at page xiii. of the Council's last Report, it will be seen, that, although there are fluctuations in the several branches of the service, yet that on the whole there is an apparent improvement, both as to the numbers on the books, and as to the numbers actually attending school.

Abstract of table in Appendix V.

VII. Attendance.

Corps.	Number of Schools.	Non-commissioned Officers and Men on School Books.	Average Number attending Daily	Average Number of Hours of Instruction weekly for Privates.
Cavalry and Military Train.	34	2,966	1,258	3·1
Guards, and Depôts	8	1,985	700	2·9
Infantry of the Line*	133	24,652	7,313	2·9
Artillery	51	5,901	2,501	4·5
Engineers	7	1,142	412	2·7
Depôt Battalions	22	4,917	2,062	2·3
Extra†	5	486	253	4·6
Colonial Corps	8	996	344	3·9
Total	268	43,045	14,843	3·4

* No returns received from 8 battalions.

† Viz., Commissariat Staff, Aldershot; School of Musketry, Hythe; R. V. Hospital, Netley; Kneller Music Hall; Military Labourers, Barbadoes.

VIII.

Certificates of Education.

VIII. Soldiers' Certificates.

Up to the 31st March 1865 no certificates had been granted under the new Regulations.

The requirements for first-class certificates, as first established in 1863–64, included general geography and English history as the only subjects beyond the school routine of reading, writing, and arithmetic that could be taken up for examination. It was then represented to His Royal Highness the Field Marshal Commanding-in-Chief, that as these two subjects were not taught in the special or professional schools of the Royal Engineers, the men of that corps were practically excluded from the acquirement of those certificates, although they were in reality much more highly educated than the generality of the army. The speciality of their service making it of importance for the men to attend to subjects of more practical utility, such as mathematics, fortification, drawing, surveying, chemistry, &c., time could not be afforded for the acquirement of history and geography, and it was proposed by the Deputy-Adjutant-General of Royal Engineers that any two of a list of professional subjects should be allowed to be taken up in lieu of history and geography.

By direction of the Commander-in-Chief the Council

VIII. Soldiers' Certificates.

submitted a scheme based on these views. The following is a summary of the scheme, viz.:—

Any soldier becoming a candidate for a certificate of the first class is required

1st. To be able to read fluently any book of ordinary difficulty.

2nd. To write correctly a passage dictated from the same.

3rd. To understand the mode of keeping mess-book, ledger, and savings' bank accounts.

4th. To be able to work vulgar and decimal fractions and compound proportion.

5th. To possess a fair knowledge of any two of the following subjects,—

English history.
General geography.
Algebra.
Mensuration.
Plane trigonometry.
Practical geometry.
Fortification.
Drawing.
Surveying.
Chemistry.

It was also provided that the certificate might be endorsed by the commanding officer with the name of any extra subject in which the candidate might exhibit a fair knowledge at the examination.

This scheme met with the approval of the Commander-in-Chief, and of the Secretary of State for War; and on the 1st May 1865 the Council issued a circular letter to officers commanding regiments, containing detailed information as to the amount of knowledge required in each of these subjects. See App. VI.

IX.

IX. Classification.

Mode of Classification.

Since the last Report the adults and children in the army schools have been classified on the new system, the classes in reading and in arithmetic being formed according to the attainments of the scholars in each subject; and the system appears to be in general favour. No difficulties have been reported to the Council.

X.

Special Classes.

X. Special Classes.

In their last Report the Council took occasion to enter very fully into the subject of Special Classes, describing the mode in which they were formed, as well as the advantages attendant upon them, and they earnestly recommended the subject to the notice of commanding officers.

The Report of the Council having been made public in January 1865, it was not to be expected that any result could be shown on the 31st March. One of the assistant inspectors, indeed, notices a great decrease in the number of classes within the last two years. In Mr. Vicars' district there were, in March 1863, 22 special classes, with an average daily attendance of 416 men. In November 1864 the classes had decreased in number to 11, with an average attendance of 117 men. Mr. Vicars assigns no causes for this decrease; and there is no sufficient reason to attribute it to the breaking up of classes previously established. It is probable that the annual relief of regiments has removed from his division some of those in which special classes had been instituted.

Lieut.-Colonel Gleig reports twelve special classes in the 1st division; Mr. Sargeaunt does not mention those in the 2nd division of inspection.

It appears by returns in the Council's office, that on the 1st January 1865 there were distributed throughout the whole army 46 special classes, with an average daily attendance of 672 men, each man getting, on the average, 10 hours of schooling weekly.

Mr. Sergeaunt argues that without some such arrangement as special classes, very little impression will be made by the schoolmaster on the masses of the soldiers. He shows that the attempt to educate the army on the system now adopted in most regiments, where great numbers of men are kept for years on the school books, each man receiving instruction amounting to one hour, or the fractional part of an hour, weekly, would be vain. He instances a regiment, the commanding officer of which encourages the schools, and the schoolmaster of which is most zealous; yet, although the latter gives ten hours of attendance daily, the men get but an insignificant amount of instruction; and thus while the room is overcrowded, and the schoolmaster overworked, the general progress of the school is said to be but slight.

The cause of this is easily explained. There are 360 men on the school books, and as the room is said to be crowded

X. Special Classes.

with 155 men, no man could get more than three lessons weekly.

The officer commanding the 30th Regiment, now in Canada, reports very favourably of the special class which he has established. It was opened on 1st December 1864 with three men per company.

Again the Council beg to recommend this subject to the serious consideration of commanding officers.

XI.

XI. Children's Schools.

Children's Schools.

These schools are available for the children of all soldiers in garrison, as well as for those of several other classes connected with garrisons. A small fee is required from each child.

The classes of persons entitled to the privilege of sending their children to the schools, and the scale of payment, are specified in Articles 104 to 110 of the Regulations for Army Schools.

These schools are, with few exceptions, conducted on the regimental system, the advantages of which were argued in the Council's last Report, and which are strongly urged by Mr. Vicars in his report of the present year.

The regulated holidays are, like those of the adult schools, three weeks at Midsummer and the same at Christmas, besides a half holiday on Saturday during the remainder of the year.

In their last Report the Council adverted to the want of playgrounds for the children. This want still continues in undiminished force.

The schools are of three descriptions.

Grown Children.

1st.—The School for Grown Children.

This comprises all the boys and girls who are able to read words of two syllables. The children are classed together according to their attainments, without reference to sex, and they are taught by the schoolmaster and his assistants.

The hours of attendance for boys and girls are, in European climates, from 9 a.m. till noon. In the afternoon there is an attendance for the boys alone, varying from one to two hours, according to the requirements of the adult schools, as a separate class-room is seldom available.

According to the averages of May and October 1864, there were attending the schools of the grown children,—

Boys - - -	4,599
Girls - - -	3,651
Total - -	8,250

When pupils of the infant school are able to read words of two syllables they are transferred to the grown children's school, and are instructed by the schoolmaster and his assistants. XI. Children's Schools.

The staple of the teaching consists of a course of reading, writing, and arithmetic. In most of the schools the elements of English history, general geography, and English grammar are superadded; and in some schools music finds a place in the list of subjects.

Of reading, writing, and arithmetic, the reports of the inspectors are favourable. According to Lieut.-Colonel Gleig the greatest proficiency is made in reading, and the smallest in arithmetic. Mr. Sargeaunt remarks upon the extraordinary differences that are to be found in the degrees of proficiency of pupils of the same age in different schools; so that while in one school a child of 14 years could work only the four compound rules of arithmetic, in another school children of the same age, and even younger children, are working with accuracy vulgar and decimal fractions.

Such anomalies are to be expected in army schools where the attendance of children is not absolutely compulsory. In some regiments no great pressure is put upon parents to send their children to the master; hence it follows that if the services of the children can be turned to pecuniary profit, unscrupulous parents will not hesitate to withdraw them from the schools.

Lieut.-Colonel Gleig considers that history, geography, and grammar are taught with fair success. He notices, however, that it is too much the custom to devote a long time to the earliest period of our history, to the exclusion of that which is more recent; and that the mode of teaching geography is wanting in systematic arrangement, as observed in his former report. These observations the Council recommend to the attention of schoolmasters. The same officer remarks that the study of grammar appears to have little or no effect in preventing the habitual use of inaccurate language by the children. He appears, however, to consider the study of grammar to be a useful auxiliary in mental training, although we do not see such direct results as might be expected.

Of singing, Mr. Vicars remarks that it is not generally good in his district, but that it has decidedly improved since the date of his last report.

In the important subject of writing from dictation Mr. Sargeaunt found great proficiency attained in some schools. In one school the average number of mistakes, taking all the classes together, was less than one per child in a lesson of 50

XI. Children's Schools.

words. In another school, the first class made no mistakes at all, whilst its second class made something less than one on the average; and in a third school the first class were equally successful.

The amount of instruction given to children being so much greater, and their attendance so much more regular, it was to be expected that the progress would be more apparent in the children's than in the adults' school. Lieut.-Colonel Gleig however considers the reverse to be the case in the schools of his division; the superiority of the adults being most visible in reading and least visible in arithmetic.

Mr. Vicars remarks that the regimental system as applied to children's schools appears to give great satisfaction, and that it is an improvement upon the garrison system, and he adds some reasons to those given by the Council in their last report. The Council entirely concur with him.

As regards discipline the reports which touch upon it are favourable. Lieut.-Colonel Gleig considers it to be perfectly satisfactory; he hears now no complaint, as he formerly did, of the rudeness and misconduct of the children.

Infants.

2nd.—The Infants' School.

This is intended for children of both sexes, until they can read words of two syllables. Boys, however, are not kept in this school after attaining the age of eight years. It is under the sole charge of the schoolmistress. The usual hours of attendance in European climates are from 9 a.m. till noon, and again from 2 till 4 p.m.

The average number attending the schools is as follows—It is calculated upon the returns of May and October, which show respectively the highest and lowest rates of attendance in the year.

Boys - - -	4,320
Girls - - -	4,609
Total -	8,929

It being the wish of the Council to make the infant school as extensively useful as possible, instructions have been given to admit children as soon as they are able to be without assistance. This has caused a reduction in the average age of the pupils, and the effects are probably felt in the grown children's schools also, as Lieut.-Colonel Gleig notices that the children are for the most part much younger than they were a few years ago.

XI. Children's Schools.

3*rd.*—*The Industrial School.*

Industrial School.

This comprises all the girls of the grown children's school, and as many boys and girls of the infant school as can profit by the instruction in plain needlework, which is given by the schoolmistress and her assistants.

An annual allowance of 5*s.* per head is granted by the State towards providing the requisite materials. All articles made up in the school from materials so provided are distributed as rewards to the children, at the discretion of the commanding officer. Children are encouraged to bring their own work.

There was an average attendance during the year of 10,273 children, including both sexes.

Nearly all those who attend the industrial schools belong also to the schools of the grown children or infants. The general return, therefore, of children receiving education in the army schools is as follows:—

Grown children - - -	8,250
Infants - - - -	8,929
Total - -	17,179

of whom 10,273 take advantage of the instruction given in the industrial schools.

See Table, App. VII.

XII.

Religious Instruction.

XII. Religious Instruction.

The children's schools are opened with prayer, which is followed by a Bible lesson; the attendance being voluntary, opportunity is afforded by the regulations for the chaplain to make the Bible lesson of the Protestant schoolmaster harmonize with his own course of instruction. Lieut.-Colonel Gleig reports that this works satisfactorily in his division; and that, although in a few instances the chaplains are reported to take no especial charge of this part of the schoolmaster's duty, these are exceptions to the general rule.

Schoolmasters,' schoolmistresses, and pupil-teachers are

XII. Religious Instruction.

required to assist the clergymen of their own denomination, not only at the weekly religious instruction, but also in the Sunday school; and the accounts that Lieutenant-Colonel Gleig receives from the chaplains, of the co-operation of the schoolmasters and schoolmistresses with them in conducting the classes for religious instruction, are most satisfactory.

XIII.

XIII. Normal School.

Royal Military Asylum, Chelsea.

This institution consists of a school for orphan boys of soldiers of the regular army, established in 1803; and of a Normal school for training army schoolmasters, established in 1846.

The Normal School.

This establishment comprised, on the 31st March 1865, 31 students, of whom six were civilians; 11 were non-commissioned officers of the army; and 14 had previously acted as monitors in the Royal Military Asylum, or in the Royal Hibernian school, besides serving three years as assistant army schoolmasters.

Of the above persons 12 were studying in the Normal school, and 19 in the Model school.

Students are admitted by competitive examinations, held twice a year under the head master. Since the competition was thrown open in 1861 to civil and military candidates without distinction, there have been admitted—

22 civilians.
21 soldiers.

The result of these examinations shows that soldiers are able to compete with fair prospect of success. The Council earnestly invite commanding officers to encourage candidates to come forward.

The tables to be found in Appendix VIII., No. 1, show the marks gained at the examinations in August 1864 and January 1865.

The papers set at the latter examination will be found in the same Appendix.

The students are divided into two classes. The weekly distribution of time is as follows:—

TABLE showing the Weekly Distribution of time in the Normal School. XIII. Normal School.

Subject.	Classes.	
	1st.	2nd.
	Hours.	Hours.
Religious instruction - -	2	2
Writing papers on Scripture Subjects on Sunday evenings -	1½	1½
Mathematical instruction :—		
Arithmetic - - -	1	2
Algebra - - -	2	2
Euclid - - -	1	2
Mechanics - - -	1	0
Trigonometry - -	1	0
English history - - -	2	2
English grammar - -	2	2
Reading - - -	2	2
Geography - - -	2	2
Fortification - - -	2	2
Model drawing - - -	3	3
Vocal music - - -	4	4
Chemistry - - -	2	2
Physics - - - -	1	1
Obligatory private study -	7½	7½
Examination - - -	2	2
Drill and gymnastics - -	6	6
Total - -	45	45

The students remain one year in the Normal school; after which they are subjected to an examination under the Council of Military Education, and, if found qualified, are transferred for 12 months to the Model school, in the duties of which they take part while being instructed in the art of teaching. Students who possess superior qualifications may, however, pass out of the schools in less than two years.

Tables showing the marks gained in June and December, and the papers set at the latter examination, will be found in Appendix VIII., No. 2.

The following are the reports of the examiners in the principal subjects of the examination held in December 1864:—

From the Report of Professor ABEL, F.R.S.

"The general result of the examination in experimental sciences of students in the Normal school last December was creditable, though scarcely equal to those of some of the preceding examinations. One paper, that of No. 15, was very satisfactory."

XIII. Normal School.

From the Rev. W. KINGSLEY, B.D.

"There are none of the present drawings of as great power as I have frequently met with in the school, but all of them show fair progress, and are the result of careful and accurate study based upon sound principles of teaching.

"In the boys' school, as usual, the drawings are most praiseworthy; such work is sure to lay a foundation that will enable these boys in after life by mere practice to become good draughtsmen."

From the Rev. Canon HEAVISIDE, M.A.

"The candidates generally do their work accurately, and bear evidence of being well taught. There is only one candidate whose marks fall considerably below the standard of ·5, but even this candidate has done some of his trigonometrical questions fairly."

"Upon the whole I consider this examination to reflect great credit on the Normal school and its instructors, and I have great pleasure in conveying to the Council my good opinion of the attainment of the candidates."

From W. STEBBING, Esq., M.A., Fellow of Worcester College, Oxford.

"All the candidiates, with one exception, have answered my papers very creditably. Indeed, I have been surprised to find how closely they ran together, one being superior in one subject, another in another."

"As compared with former years, the English grammar and English history seem to me to have been prepared more carefully; probably in consequence of more time having been left free for these very important subjects through the omission from the course of ancient history. The geography, on the other hand, appears—relatively, that is, to the rest of the work—not quite so good as formerly, though still very well done: perhaps the questions were unusually difficult."

"The least satisfactory answers are those to my questions in colonial history. This has always been the case; but I think (especially considering the bulk of the history of India now in use in the school) the stimulus of some addition to the number of marks allotted to this paper might produce an improvement."

Schoolmasters' Certificates.

Certificates of Qualification.—On leaving the Model school the students who qualify for the office of army schoolmaster are furnished with certificates of qualification. These certi-

ficates are of three degrees. The highest, called the "first-class special certificate," is an acknowledgment of great distinction in the Normal school as a scholar, and in the Model school as a teacher. The "second-class special certificate" is granted when the qualifications in both schools are of a high order; the third, or "ordinary certificate," denotes satisfactory qualification. Specimens of the certificates will be seen in App. VIII., No. 3. XIII. Model School.

Each student at the training school is supplied, free of cost to himself, with the books and instruments mentioned in App. VIII. No. 4. These he is allowed to retain in his possession on becoming an army schoolmaster, and he is required to produce them for inspection every quarter. Books.

Model School. Model School.

The authorized establishment of boys at the Chelsea Asylum is 500. The actual number on the 31st March was 494, of the following ages:—

Under 6 years -	- 2
From 6 to 7 years -	- 11
„ 7 to 8 „ -	- 17
„ 8 to 9 „ -	- 41
„ 9 to 10 „ -	- 70
„ 10 to 11 „ -	- 53
„ 11 to 12 „ -	- 92
„ 12 to 13 „ -	- 104
„ 13 to 14 „ -	- 91
„ 14 to 15 „ -	- 13
Total -	- 494

The boys are received between the ages of 5 and 10 years; and, under ordinary circumstances, they are not kept after 14.

The elder boys are instructed either in music or in trades, the distribution being at present as follows:—

Musicians - -	- 77
Drummers and fifers -	- 60
Tailors - -	- 92
Shoemakers - -	- 100

From the following table it appears that out of 109 boys whose time has expired during the 15 months ending 31st March 1865, 26, or 23·8 per cent., were reported unfit for the army; and that of the 83 reported fit 55 (or 66·2 per cent.) volunteered for the army.

XIII. Model School.

Years.	Average Strength.	Number of Boys whose Time expired.			Number of Boys reported fit for the Army.		
		Fit for Army.	Unfit.	Total.	Volunteered for Army.	Remained as Monitors.	Delivered to their Friends.
1st Jan. to 31st Dec. 1864	497	69	20	89	43	1	45
1st Jan. to 31st Mar. 1865	497	14	6	20	12	0	8
Totals -	994	83	26	109	55	1	53

The proportion of those reported unfit for the army, very greatly exceeds the average (8·4) of the three years given in the Council's last Report; and on analyzing the return, it will be seen that the increase has been progressive in an almost uniform arithmetical ratio; thus:—

In 1861 the per-centage was		2·7
„ 1862	„	- 8·0
„ 1863	„	- 14·0
„ 1864	„	- 22·4
„ 1865 (first 3 months)		- 30·0

This may be partially accounted for by the increasing strictness said to be observed at the medical examination for admission to the army; but it requires serious consideration.

The following table is an epitome of a return drawn up from reports received from the several regiments to which the boys of the institution have volunteered, and it will be viewed with great satisfaction by all who are interested in the welfare of soldiers' children. Of 531 children trained in the schools and afterwards enlisted in the army three have by their good conduct and talents raised themselves to the grade of commissioned officers. Less than 2 per cent. are classed as bad characters, and only 4 per cent. as indifferent.

It is much to be wished that every child of the soldier should receive the benefits of this or of similar institutions.

REPORTS from 174 Regiments.—1st January 1865.

Rank.		Character.	
Officers - - -	3	Exemplary - - -	147
Staff Serjeants - -	23	Good - - - -	352
Serjeants - - -	27	Indifferent - - -	23
Corporals - - -	30	Bad - - - -	9
Drummers - - -	140		
Privates - - -	308		
Total -	531		531

A large majority of the boys who enlist for the army are placed in the regimental bands; and as each band has only one serjeant on its establishment the number of boys who attain that rank is much smaller than might be expected from the high place they take on the character roll. XIII. Model School.

Educational Department.

This consists of a head master, assisted by four masters, and, on the 31st March 1865, by 16 pupil-teachers, and 19 fourth-class masters and students.

The educational condition of the school is exhibited in the following statement. The school consisting of 494 boys, there are,—

Learning	reading	494
,,	writing on slates	494
,,	,, on paper	466
,,	,, from dictation	466
,,	arithmetic, slate	494
,,	,, mental	494
,,	algebra	56
,,	Euclid	56
,,	mensuration	30
,,	outlines of natural philosophy	30
,,	geography	443
,,	English grammar	350
,,	analysis of sentences	84
,,	etymology	116
,,	English history	350
,,	Sacred ,,	494
,,	Colonial ,,	56
,,	model drawing	56
,,	vocal music	350

XIV.

Royal Hibernian Military School.

This establishment for the orphan sons of soldiers is situated within the boundaries of the Phœnix Park, Dublin, on a most salubrious spot. XIV. Hibernian School.

On the 31st March 1865 the school consisted of 410 boys, of the following ages:—

Under 8 years	11	From 13 to 14 years	76
From 8 to 9 years	25	,, 14 to 15 ,,	10
,, 9 to 10 ,,	44	Appointed, but not joined	2
,, 10 to 11 ,,	65		
,, 11 to 12 ,,	81		
,, 12 to 13 ,,	96	Total	410

XIV. Hibernian School. From the following return it appears that during the years 1864–5, or rather from 1st January 1864 to 31st March 1865, there were 90 boys whose time had expired, or about 72 per annum; of these 90 boys, 15 were reported to be unfit for the army. Of the remaining 77, 58 boys (or 77 per cent.) enlisted. This is somewhat less than the average given in the last report.

RETURN showing the proportion of Boys who have volunteered for the Army, &c. from 1st April 1864 to 31st March 1865 inclusive.

Years.	Average Strength.	Number of Boys whose Time expired.			Distribution of Boys reported fit for the Army.			Distribution of Boys found unfit for the Army.		Remarks.
		Reported fit for the Army.	Reported unfit.	Total.	Enlisted for the Army.	Remained as Monitors.	Delivered to their Friends.	Apprenticed to Trades.	Returned to their Friends.	
1864-5	410	75	15	90	58	4	13	1	14	

ABSTRACT of the Number of Boys formerly in the Royal Hibernian Military School, and serving in the Army on 1st January 1865 (date of last Returns from Regiments).

Rank.	Number in each Rank.	Character.	Number.
Officers	8	Exemplary	37
Bandmasters	6		
Serjeant-majors	2	Very good	165
Enlisted schoolmasters	13		
Quartermaster-serjeants	4	Good	564
Troop serjeant-majors	2		
Colour-serjeants	14	Indifferent	49
Trumpet and drum-majors	10		
Serjeants	41	Bad	14
Orderly room clerk	1		
Paymaster's clerk	1	Very bad	5
Lance-serjeants	2		
Corporals	40		
Lance corporals	19		
Bombardiers	12		
Musicians, Drummers, Gunners, Sappers, Privates and Boys	659		
Total	834	Total	834

Educational Establishment. XIV. Hibernian School.

This consists of:—

4 masters.
12 monitors or pupil-teachers.
1 singing master.

The educational condition of the school is exhibited in the following statement.

Educational Return.

Learning	reading - - -	408
,,	writing (on slates) - -	408
,,	,, (on paper) - -	270
,,	,, (from dictation) -	258
,,	preliminary exercises in dictation, on slates - -	130
,,	arithmetic - - -	408
,,	algebra - - -	43
,,	mensuration - -	43
,,	elementary exercises in mechanics - - -	60
,,	geography - - -	408
,,	English history - -	408
,,	sacred history - -	408
,,	English grammar - -	270
,,	drawing - - -	256
,,	vocal music - -	154

XV.

XV. Lectures.

Lectures.

The system of providing amusement for the troops during the winter season by means of lectures, readings, &c. &c. was carried out with much spirit during the winter; and the following memmorandum by Mr. McLeod, head master of the Model school, Royal Military Asylum, who has with his usual ability provided for the circulation of the lanterns and other apparatus, will be read with interest.

Magic lanterns are supplied to all large garrisons when required. At some few stations electric apparatus has been supplied; but this, as a general rule, can be done only at stations where there is a permanent school, and a schoolmaster competent to lecture on experimental science.

Besides 28 concerts during the season just closed, 1,317 lectures were given to the troops, of which 21 were delivered by officers, 55 by chaplains and the remainder by army schoolmasters. A list of the stations at which these lectures were given will be found in Appendix IX. No. 1.

XV. Lectures.

A letter from the Rev. J. Beresford Harris, chaplain to the forces at Manchester, who has exerted himself in providing amusement and instruction for the troops at that Station; and reports from superintending schoolmasters Stockham and Little, in Canada, will be found in Appendix IX. No. 2.

MR. WALTER MCLEOD reports that:—

"The returns from the several stations, 62 in number, show that 1,317 lectures have been delivered to the troops during the season 1864–65. Of the whole number of lectures, more than eleven-thirteenths have been given by army schoolmasters, a result highly creditable to their zeal and industry.

"No returns have been received from the following stations:—Cape Coast Castle, the Cape, Ceylon, Australia, Hong-Kong, New Zealand, St. Helena.

"In addition to the illustrated lectures, there were given at the stations named below 43 readings, chiefly from the poets, and 82 concerts and musical entertainments. The letters R. and C. placed after the names of the stations, denote respectively readings and concerts.

1. Aldershot, C.
2. Belfast, C.
3. Canterbury, C.
4. Chatham, R.
5. Colchester, C.
6. Cork, R.
7. Devonport, R.
8. Edinburgh, R.
9. Fermoy, C.
10. Gibraltar, R. & C.
11. Glasgow, R.
12. Manchester, C.
13. Montreal, C.
14. Jamaica, C.
15. Parkhurst, C.
16. Portsmouth, C. & R.
17. Preston, R.
18. Sheffield, C. & R.
19. Windsor, C.
20. Woolwich, C.
21. Wellington Barracks, C.

"Besides the concerts, there were introduced at several stations, in connexion with the readings and the magic lantern lectures, glees, songs, and interludes on the harmonium. In some cases the glees and pieces were sung by the school children; in other cases the performers were amateurs or pupils of glee-classes taught by the schoolmaster. As vocal music is now taught in nearly all the garrison and regimental schools, there is no reason why glees, songs, &c., should not be introduced in connexion with all the magic-lantern lectures. From the remarks appended to the returns, the following, relating to the concerts, are extracted 'The lectures this year have been exceedingly well attended and on the whole productive of very good results. This is the first season in which class-singing with the lectures has been introduced. Great success has attended the introduction of the class-singing; it has proved a source of attraction to the battalion, and has been the means of making the lectures more popular.' Again, 'A new feature, the playing of musical interludes during the dissolving process, was introduced this season with success.'

"There is a considerable increase this season in the number of experimental lectures. As lectures on science are both interesting and instructive, it is gratifying to find that as many as 114 lectures on chemistry, statical and voltaic electricity, &c., have been delivered by army schoolmasters. The stations at which these lectures have been given are the following:—Aldershot, Athlone, Chatham, Colchester, Curragh, Dublin, Glasgow, Manchester, Newbridge, Portsmouth, Preston, Sheerness, Walmer, Windsor. XV. Lectures.

"The following are the titles of some the lectures:—

Oxygen.	Fire and heat.
Hydrogen.	Statical electricity.
Nitrogen.	Chemistry of water.
Natural magic.	Wonders of water.
Magnetic and electrical toys.	Chemistry of food.
Electric telegraph.	Physical properties of fluids.
The air we breathe.	An evening in a coal mine.
Chemical action.	Curiosities of chemistry.

"Slides for magic-lantern lectures were supplied, during 1864–65, to Barbados, Cape Coast Castle, Gibraltar, Halifax, Jamaica, Montreal, and Newfoundland; apparatus for experimental lectures to Aldershot, Athlone, Chatham, Gosport, Preston, Sheerness, the Curragh, and to the 2nd Life Guards and lanterns, fitted with the oxycalcium light apparatus, to Birr, Canterbury, Malta, Manchester, Shorncliffe, Winchester, and Wellington Barracks.

"In addition to the slides in circulation, extra boxes were forwarded on application to Aldershot, Athlone, Canterbury, Dover, Netley, Portsmouth, Preston, and Woolwich.

"There are now eight sets of diagrams and 45 boxes of slides in circulation, and new subjects are being prepared to meet the increasing demands. As specimens of the kind of subjects to be added to the list during the year 1865, the following may be noted:—Views in Paris, South America, France and Switzerland, Medals of the British Army, the Victoria Cross Gallery.

"The lectures have been everywhere most successful, and commanding officers write in the strongest terms of the value of the lectures both in raising the tone of the men and in developing their intelligence. Annexed are extracts from the reports of commanding officers respecting the value of the lectures.

"'From the number of lectures given, and the very large attendance on many occasions, much good must have resulted.'

"'These lectures appear to have been very successful; they were thoroughly appreciated by the N. C. officers and men who are anxious to have them renewed.'

"'The illustrations seemed to be both amusing and instructive to the men; the attendance was very fair, and altogether I consider the introduction of these lectures to be a boon to the soldiers and their families.'"

XVI. Libraries.

XVI.

Garrison Libraries.

The general principles of the system of Garrison Libraries, recently organized, were explained by the Council in their last Report.

A list (see Appendix X.) has been compiled from the quarterly reports of the garrison libraries for the year ending 31st March 1865. From this the following particulars are deduced:—

1st. The garrison, artillery, and engineer libraries contained 196,511 volumes, showing an increase of 36,065 volumes.

2nd. The circulation among the men, during the year, has been 462,503 volumes.

The contributions received from the recreation room funds, for the support of the garrison libraries, amounted to 2,379*l.* 7*s.* 9*d.*, including the salaries of the librarians, which are provided in excess of the obligatory contribution of 5*s.* per troop or company for each quarter.

On analyzing the accounts registered in the Council's office, it appears that the salaries of the librarians amounted to 508*l.* 6*s.* 3*d.*, not including the salaries of the few permanent libarians which are defrayed at the public cost; leaving 1,871*l.* 1*s.* 6*d.* for the support of the libraries, in the purchase of new books and in the repair of old ones damaged by fair wear and tear.

On comparing these with the corresponding items of last year's Report, it would appear that the number of volumes in the libraries had increased, as mentioned above, by 36,065. But the present return includes 25 libraries which did not appear in the former return, and these libraries contain together 27,611 volumes: the actual increase therefore is 8,454. The garrison libraries in the Ionian islands have been broken up, but as their contents have been transferred to other stations, no difference has been caused thereby in the general number of volumes. Arrangements have been made for registering more accurately than has hitherto been done the number of volumes condemned and the number of new books purchased.

In 33 libraries the number of volumes has either remained stationary or has diminished since last return; some of these are the libraries of very small stations; but there is not the same reason at Brighton, Pembroke, Quebec, Sheffield, Warley, Waterford, and the Hulme barracks, Manchester, or at Newcastle, Jamaica.

The reading of the soldiers is believed to be still restricted to one class of books, the very lightest that can be found. They do not generally go to the garrison library and select for themselves. Certain works become popular in a regiment, and these go through the ranks with little change or variety. This will often be the case where some exertion is not made on the part of the officers or the committees to guide the taste of the men. Lieut.-Colonel Gleig has suggested a plan which appears to the Council to be well deserving of the attention of commanding officers and committees. It is, to divide the greater number of the volumes of a garrison library between the recreation rooms of the several corps at the station. This would bring the men face to face with works of utility and interest, and induce many a man to take a higher class of book than he would otherwise think of doing. Colonel Gleig's suggestions and arguments are so good that the Council recommend them for general perusal. In reporting upon the garrison library at Colchester, he says:— XVI. Libraries.

"I am disposed to think that here, as well as at some other stations, too large a proportion of the works is kept in the hands of the garrison librarian. I think that as large a proportion as possible should at all times be in the hands of the regimental librarian for the use of regimental subscribers. Suppose three corps of equal strength to be in a garrison, which has a library of 2,000 volumes. If each corps receives 500 volumes there will still be 500 volumes left in the hands of the garrison librarian, of which the garrison staff and other non-regimental subscribers will have the use, and which will serve to replace the 500 in the hands of one of the regiments when the time arrives for calling these in, with a view to their being examined and re-issued to another regiment, whose 500 volumes will, in like manner, be called in, examined, and re-issued to a third corps, who again will send the set which they have had into the library to be examined and kept on hand for the use of staff subscribers until the time arrives for making another change of books throughout the garrison.

"There are three regiments or battalions at Colchester (of unequal strength indeed), and when I inspected the library there were 1,282 volumes on the shelves of it, and only 1,045 in the hands of the troops. A great many of those not in the hands of the troops were of the kind reported to be not much in demand; but excellent works notwithstanding. How can they come into demand if they are not sent to the regiments? There are some men who would certainly read them if they came in their way, and there may be many who would acquire a taste for reading them if they had the opportunity. A soldier at Colchester, the other day, told me he wanted to read books of history, but that they had none in the regimental reading room.

XVI. Libraries. There are plenty in the garrison library, but the troops have not access to it, except for the purpose of consulting works of reference, which lie on the table. There are also excellent works of natural history and biography which never leave the room. It is no sound argument to say that they would not be read if they were sent out because they are never asked for by the regimental librarians, as they would be if any regimental subscriber wished for them. The regimental subscribers have no means of knowing what books there are in the garrison library, and if they had, many of them would learn nothing of the character of a work merely from reading the title of it in a catalogue, who yet might be attracted by it, and find pleasure in reading it, if they had the opportunity of examining it in their regimental reading rooms.

Regimental librarians should be compelled, I think, to take a proportion of each class of works in the garrison library, and as large a number of each class as could possibly be spared, and not more works of any class should be kept in the garrison library than would suffice to make a change for a single regiment or battalion in the manner described above."

The Form (B.) of quarterly report has been revised since the date of the Council's last Report; a copy will be found at the end of Appendix X.

XVII.

Regimental Recreation Rooms.

XVII. Recreation Rooms. The accommodation provided for these institutions remains very much in the same state as when last reported upon—namely, spare barrack-rooms and huts.

The Royal Artillery have established 42 recreation rooms, the Royal Engineers 11, and in the rest of the army there are 139; making in all 192 of these institutions, of which the Council have cognizance. There are 68 regiments in India, besides the Artillery, which send no returns to the Council. A few regiments in New Zealand are, from the nature of the service on which they are engaged, unable to support such institutions; and there are four regiments at home which have not yet established them.

Of the above mentioned 192 institutions,

89 have two rooms.

95 have only one room.

8 other corps use the library for all purposes.

These are marked in the list with the letter "L."

Refreshment bars have been established by 93 corps.

On the 31st March 1865 there were 50,193 subscribers.

On comparing this with the last Report, it appears that 12 new recreation rooms have been established or have been

brought to the notice of the Council, and that the number of subscribers has increased by 9,392. XVII. Recreation Rooms.

The amount subscribed by the troops in addition to the Government allowance is 5,634*l.* 7*s.* 9*d.*, or a fraction less that 2*s.* 3*d.* per head.

The result of the past year's experience is considered by the Council to be very satisfactory. The system is becoming more and more popular, and a great deal of amusement is afforded to the troops at an expense which is almost nominal.

Mr. Vicars says,—"The present library system seems to "be very popular, and to work most successfully. The "newspapers and periodicals purchased for the reading "rooms are chosen with taste and discretion. I have "rarely seen an objectionable publication on the table." And again—"The recreation rooms are an unceasing source "of amusement; and cannot fail, by providing an adequate "substitute for attractions out of barracks, to contribute "towards the domestication of the soldier, and to the discou-"ragement of habits of intemperance and immorality."

Colonel Romer, local inspector at Malta, gives testimony to the same effect. He reports,—"The recreation and "reading rooms which have been established in the barracks "appear to work very satisfactorily. That they are popular "among the men I infer from the numerous subscribers. "That they tend to keep the men in barracks, and diminish "crime, I know to be the case in the Artillery; and I make "no doubt it is the same in other regiments."

In like manner Colonel Maude, local inspector at Gibraltar, writes,—"The infantry regiments have each established "a reading and recreation room in their several barracks by "temporarily appropriating a barrack or school-room for "this purpose. These are well attended and work well. "It is hardly necessary to add, that if good sized recreation "rooms were added to each barrack, it would tend very "much to increase their popularity."

A list of the recreation rooms established up to the 31st March 1865, will be found in Appendix XI.

The rules for the management of recreation rooms form part of the code for the regulation of army libraries.

It has not yet been determined by the Secretary of State for India, whether the system of garrison libraries and regimental recreation rooms shall be introduced in that country. Regimental libraries are common in regiments serving in the East; but as a mixed system of garrison and regimental libraries at home stations would be productive of great inconvenience, His Royal Highness the Field-

XVII. Recreation Rooms.

Marshal Commanding-in-Chief, has ruled that regimental libraries shall not be sanctioned with corps on their returning from India.

While great success has attended the system of libraries and recreation rooms, it is matter for regret that greater results have not followed the efforts that have been made to extend the education of the non-commissioned officers and soldiers of Her Majesty's army. The mind of the soldier does not naturally incline to the acquisition of knowledge; and with regard to the greater number of the men, expedients are necessary to bring them into the schoolroom. Commanding officers have it in their power to hold out these inducements. Colonel Maude, in his report from Gibraltar, has sketched out a most useful system. Instead of allowing a large number of men to keep their names on the school books while giving very infrequent attendance in the schoolroom, he recommends that the names of six men, or so, should be selected by the captain of each company, and submitted for the commanding officer's approval; that every facility for attending school should be given to these men, by exempting them from as many parades as possible; by putting them on guard on Saturday (the school holiday for adults), &c. Thus they would in the course of a few months be sufficiently educated to be discharged from the school, to make room for others similarly situated. The Council recommend this plan to the serious consideration of all officers commanding corps in Her Majesty's service.

(Signed) F. W. Hamilton, Major-General,
Vice-President.
F. Abbott, Major-General.
H. Moseley.
T. Elwyn, Colonel.
E. H. F. Pocklington, Colonel.

13, Great George Street, S.W.,
25th October 1865.

APPENDIX.

APPENDIX I.—No. 1.

ALPHABETICAL LIST of ARMY SCHOOLMASTERS.

Class.	Name.	Class.	Name.
Army	Abbott, J.	3	Cameron, A.
2	Alderton, F.	Army	Capon, A. B.
2	Allen, B. C.	1	Carnegie, C.
Army	Anderson, T.	Army	Carr, J.
Army	Annett, E. J.	2	Carroll, J.
Army	Annett, G. L.	Army	Carson, T.
Army	Armstrong, R.	Army	Carthew, E.
Army	Arthur, W. M.	2	Cartwright, J.
Army	Assan.	2	Chambers, J.
3	Astbury, J.	2	Clarke, C.
Army	Atkinson, C.	3	Clarke, J. A.
		Army	Clarke, P. H. T.
Army	Bacon, E.	1	Clift, C. W.
Army	Barnes, A.	Army	Colquhoun, W.
3	Barrett, T.	Army	Comerford, J.
Army	Bartram, W.	Army	Cooper, A.
Army	Bass, J.	2	Curtis, G. E.
Army	Baston, E.		
Army	Bateman, R.	Army	Davies, D. J.
3	Bell, Jno. L.	Army	Davies, James.
3	Bell, R.	3	Davison, T.
3	Belling, Frederick.	2	Devereux, A.
Army	Belling, Reginald.	Army	De Winter, J.
Army	Berresford, J.	Army	Duffield, F.
3	Binckes, H. A.	2	Dunn, F. W.
3	Bingham, J.		
1	Bird, W. H.	1	Earp, T.
Army	Black, M. A.	Army	Edmond, A. W.
Army	Blake, C.	Army	Eldridge, J. E.
Army	Boland, J.	3	Etler, C.
2	Bolus, F.	Army	Ewart, P.
Army	Boughton, G. H.		
Army	Bramhall, E.	3	Fenton, G.
Army	Brammer, J.	3	Fleming, C. M.
Army	Broome, Thos. A.	Army	Fletcher, C.
Army	Brown, J.	Army	Flinter, T.
Army	Brown, W. J.	Army	Flood, H.
3	Bryan, W.	Army	Fodringham, W. N.
Army	Burgham, J. A.	Army	Forde, J. F.
Army	Burnett, W.	Army	Foster, J. H.
Army	Burns, J.	2	Fowler, C. B.
3	Butler, P.	Army	Fryer, W.
Army	Calladine, T.	2	Gell, W.

App. I. No. 1.

Class.	Name.
1	Giles, E.
Army	Gillmore, J. W.
2	Goadby, S. H.
Army	Godwin, W.
Army	Gooding, R.
2	Grant, John.
Army	Grant, John.
Army	Green, George.
2	Green, Richard.
3	Greene, Percival.
Army	Gunn, J. R.
Army	Hall, W. R.
Army	Hamilton, G. B.
Army	Hanley, Wm.
3	Haydod, C.
Army	Hayes, J. J.
Army	Hazard, J.
Army	Healy, T. P.
Army	Hebb, H. H.
2	Henderson, J.
2	Hickling, J. S.
Army	Higgins, D.
3	Hildyard, G. E.
Army	Hobbs, J.
Army	Holland, G.
Army	Howard, Wm. R.
Army	James, T. W.
Army	Johnstone, E.
Army	Jones, T. W.
Army	Kavanagh, J. J.
2	Keley, H.
Army	Kenny, R. T.
Army	Kidd, J.
3	Le Mar, W.
Army	Loftus, M.
2	Lowman, E.
Army	Lowry, F.
3	Macartney, E. K.
3	Macartney, George.
Army	Mahoney, J.
Army	Major, F. J.
Army	Mallandain, C.
Army	Masterson, J.
Army	Mathews, L.
2	McCarthy, R.
Army	McCaskery, G.
Army	McElwee, A.
2	McEwen, W.
Army	McGoverne, R. W.
2	McIlherron, D.
2	McKay, D.
1	McKinder, W. M.
Army	McLean, Jas. H.
Army	McLean, J. W.
2	McLean, R.
Army	McMahon, Arthur.
Army	McMahon, Thomas.
Army	Mills, P.
Army	Minnion, W.
Army	Moore, J.
2	Moran, J.
3	Morgan, W. G.
Army	Mottram, H.
Army	Murray, Jno. H.
3	Myles, W. E.
Army	Naylor, C.
Army	Northway, J.
Army	O'Brien, Jno.
3	O'Brien, Wm.
3	O'Connor, Michael.
Army	O'Connor, Thomas.
Army	Ogg, G.
Army	O'Sullivan, C.
Army	Palmer, R.
2	Parsons, A.
Army	Patton, H.
Army	Peel, T.
Army	Pell, R.
Army	Perkins, J. C.
3	Pither, J. R.
Army	Polden, T.
3	Pollard, Jno.
3	Porter, J. H.
3	Pratt, G.
Army	Proffatt, Jno.
2	Purdon, S.
Army	Ransom, C. G.
Army	Redman, W.
Army	Revell, N.
2	Rice, G. T.
2	Richardson, W.
Army	Rix, W.
2	Robertson, A.
Army	Robinson, Horatio.
2	Robinson, Wm.
1	Rogers, E. H.
2	Ruffle, T. R.
Army	Ruggles, G.
2	Runcieman, A.
Army	Rutherford, R.
Army	Scarlett, T. H.
Army	Sessford, J. R.
Army	Shannon, W.
Army	Sheepwash, W. W.
Army	Sheffield, Thos.
Army	Ship, S.

Class.	Name.	Class.	Name.
2	Shipman, E.	Army	Venn, G.
Army	Short, T.	Army	Venner, H.
Army	Smith, Geo.		
Army	Smith, Thos. W.	2	Walker, T.
2	Sotheran, J. A.	Army	Walters, Richd.
Army	Souter, W.	Army	Ward, F. K.
Army	Spalding, J.	Army	Waters, Robt.
Army	Spong, G.	2	Webb, C. D.
1	Stanton, C.	Army	Weller, W.
2	Stapley, L. A.	Army	Wheeler, W.
2	Stapley, R. C.	Army	Whitaker, F.
1	Stewart, J.	Army	Wicks, T.
Army	Stewart, J. W.	Army	Williams, David.
Army	Stewart, Peter.	Army	Williams, Emanuel.
3	Stubbs, W. H.	Army	Williams, James.
		Army	Willsher, J.
2	Tapsell, J.	3	Wilson, Chas. M.
3	Taylor, R.	Army	Wright, Chas.
1	Thacker, W.	Army	Wright, James.
3	Thomas, J. H.	Army	Wroughton, J.
2	Thompson, A. A.		
Army	Thomson, Jas. F.	Army	Young, G.

List of Schoolmasters appointed by the Government of India.

Class.	Name.	Class.	Name.
1	Brett, Patrick.	4	Green, John.
1	Braide, William.	3	Haynes, F. L.
3	Branagan, William.	4	Houlihan, James.
4	Bale, Henry.	1	Keily, John.
4	Birkbeck, Harrop.	3	Kenny, Michael.
2	Clifford, William.	3	Lalor, Joseph A.
3	Coleman, James.	3	McPherson, George.
3	Campbell, Robert.	4	McNerney, John.
4	Collins, Andrew.	4	Mortimer, Chas.
4	Clancey, Lawrence.	3	Nutty, Robert.
3	Douglas, James L.	4	Pardy, Thomas.
4	Downey, Timothy.	3	Rees, John.
2	Eldridge, James F.	3	Sherwood, T. C.
3	Eaglesome, George.	3	Sealy, James.
3	Ellsworthy, Thos. C.	3	Smith, John G.
3	Fitzgerald, John.	3	Smith, Henry W.
4	Fitzgerald, Chas. J.	4	Sherwood, A. C.
4	Farrell, Robert C.	4	Smith, James.
3	Ginn, Henry P.	4	Stewart, George.
3	Gilmore, Charles.	3	Tydeman, James.
3	Gibbs, William.	3	Temple, George.
4	Gainher, James.	2	Wolfe, Alfred.

App. I. No. 2.

Appendix I.—No. 2.

In Mr. Sargeaunt's report for 1863, which was published in the Council's Second Report upon Army Schools, Appendix II., page 34, the following paragraph appears, viz.:—

"In conclusion, I beg to remark that in the monthly reports of the "schools of the 11th Depôt Battalion at Preston, for October, Novem- "ber, and December, no account is given of the conduct of School- "master Carnegie, whilst favourable mention is made of the junior "schoolmaster at that station."

Lest this remark should be contemplated to imply a censure on schoolmaster Carnegie's conduct, Colonel Hardy, commanding the battalion, addressed a letter to Mr. Sargeaunt, of which the following is a copy.

(Copy.)

Sir, Preston, March 16, 1865.

In your report of the schools of the battalion under my command, you remark on page 35 of the Appendix to 2nd Report on Army Schools, that no mention has been made of the conduct of schoolmaster Carnegie by me in my report for October, November, and December 1863; I have the honour to inform you for the information of the Council of Military Education, that during the time he was in charge of the schools I was perfectly satisfied with his conduct, and his manner of conducting his duties: my reason for mentioning the junior schoolmaster was, that I had special orders to report on his conduct.

I have, &c.

J. P. Sargeaunt, Esq., Assist. Inspector of Army Schools. (Signed) W. Hardy, Lt.-Col., Com. 11th Depôt Battalion.

Appendix II.

App. II.

List of Schools in each Inspectional Division.

Division No. I.

Stations.	Adults.	Grown Children.	Infants and Industrial.
Aldershot	8	18	19
Brighton	1	1	1
Canterbury	1	1	1
Chatham	4	5	4
Colchester	3	3	3
Dover	3	3	3
Hounslow	1	1	1
Ipswich	1	—	—
London	8	8	8
Maidstone	1	1	1
Norwich	1	1	1
Sheerness	1	1	1
Shoeburyness	1	1	1
Shorncliffe	4	4	4
Walmer	1	1	1
Warley	2	1	1
Windsor	2	2	2
Woolwich	5	6	7

DIVISION No. II.

Stations.	Adults.	Grown Children.	Infants and Industrial.
Aberdeen	1	1	1
Ayr	1	1	—
Devonport and Plymouth	4	4	5
Dorchester	1	1	1
Dumbarton Castle	—	1	1
Edinburgh	2	2	2
Fleetwood	—	1	1
Fort George	—	1	1
Fort Victoria, Isle of Wight	1	1	1
Glasgow	1	1	1
Gosport	4	5	5
Hilsea	1	1	1
Leith Fort	1	1	1
Manchester and Salford	2	2	2
Netley	1	1	1
Paisley	1	1	—
Parkhurst	1	1	1
Pembroke Dock	2	2	1
Portland and Weymouth	2	1	—
Portsmouth	4	4	4
Preston	1	1	1
Sheffield	2	2	2
Southsea Castle	1	1	—
Stirling	1	1	1
Tipnor	1	1	—
Tynemouth	—	1	1
Weedon	1	1	—
Winchester	1	1	1
York	1	1	1

DIVISION No. III.

Stations.	Adults.	Grown Children.	Infants and Industrial.
Athlone	2	1	1
Ballincollig	1	1	1
Belfast	1	1	1
Birr	1	1	1
Buttevant	1	1	1
Cahir	1	1	1
Clonmel	1	—	—
Cork	1	1	1
Curragh	5	5	5
Dublin	9	9	9
Dundalk	1	1	1
Enniskillen	1	1	1
Fermoy	2	2	2
Limerick	2	2	1
Newbridge	3	3	3
Templemore	1	1	1
Waterford	1	1	1
Kilkenny	1	1	1
Mullingar	1	1	1
Newry	1	1	1

APPENDIX III.—No. 1.

From Lt.-Colonel GLEIG, Royal Artillery, Assistant Inspector of Army Schools for SOUTH BRITAIN.

APP. III. No. 1.

SIR, Ashtead, near Epsom, 31st January 1865.

I HAVE the honour to submit for the information of the Council of Military Education the following report upon the Army Schools under my inspection for the year ending 31st December 1864.

The schools of the Artillery permanently established at Woolwich, that of the 13th Brigade of Artillery, and those of the 1st Batt. 5th Fusiliers, 62nd Foot, 83rd Foot, and 85th Foot, were not inspected by me during the year, partly in consequence of the unforeseen delay which occurred in issuing the new forms of inspection report, as will be within the recollection of the Council; partly in consequence of the severe indisposition which incapacitated me for work a short time before the Christmas holidays, and rendered it impossible for me to complete the inspection of these schools, so long delayed, before the commencement of the vacation. The Artillery schools were examined during the year by the local superintendent, Mr. Wharry, but I have no copy of his reports upon them, and therefore I cannot undertake to assert positively that there are not circumstances about them which are opposed to the conclusions that I have been led to form from my inspections of the schools in my district. From my knowledge of the state of these schools in previous years, however, I have the strongest belief that there is nothing in their condition to affect the general correctness of my conclusions, and I am sure that this is true of the four Infantry schools above named.

Numbers examined.

There were present at my various examinations 2,319 men and 1,714 children; and at the examinations made by superintending schoolmasters, the results of which have been reported to me, there were present 444 men and 196 children. I am unable to say how many of the children recorded to have been present at my examinations attended the masters' schools and how many attended the infant schools, because the old form of inspection report made no distinction between the two classes. It is one of the many improvements introduced into the new forms of report that the masters' schools and the infant schools are distinguished in them.

How examined.

Of the 2,763 men above mentioned as having been present, nearly all were examined in reading, and about 2,000 were examined by papers in writing from dictation, and in arithmetic.

The numbers examined were therefore quite sufficient to justify the assumption that the men fairly represented the schools to which they belonged; and I am the more disposed to believe this because the results of the examinations of these men by the superintending master and by myself tally very closely indeed with those of the half-yearly examinations by the regimental schoolmasters, so far as these have yet been received. My own examinations indeed have led me to believe that the regimental schoolmasters generally have rather under-estimated (though very slightly) than over-estimated the acquirements of their adult pupils. In respect of the children attending their schools, they have erred, if at all, rather in the opposite direction; but their reports, upon the whole, run very even with the reports of the superintending masters and with my own; curiously so, indeed, considering that they are the first reports of the kind which they have made.

Reading.

I find, then, that one-third of the adults attending school can read under standard A.; that fully one-half, including these, are not below standard B. in reading; and that about one-fourth cannot read under

a higher standard than D., of whom nearly one-half, or one-eighth part of the whole, are absolutely incapable of reading.

Dictation.

I find that about one-seventh of the adult pupils can write from dictation, under standard A.; that one-third, including these, are not below standard B. in reading; add that one-half cannot write from dictation under a higher standard than D., of whom the greater part, about one-third of the whole, cannot write from dictation at all.

Arithmetic.

I find that only one twenty-fifth part of those attending the adult schools have attained to standard A. in arithmetic, that is to say, to a knowledge of vulgar or decimal fractions or compound proportion; that less than five twenty-fifths have attained to standard B., that is to say, to a knowledge of practice, or simple proportion, or interest, including among the number those who have attained to the higher standard; and that fully one-half have not yet advanced beyond standard E., that is to say, beyond a knowledge of long division, of whom an immense proportion, amounting to considerably more than one-third of the whole, are not even tolerably well acquainted with the multiplication table.

History and Geography.

History and geography are not generally taught in adult schools, though occasionally instruction is given in one of these subjects—more rarely in both—to a limited number of pupils. It remains to be seen whether they will be more generally taught now that a knowledge of them is essential to the obtaining a first-class school certificate.

The results of the examinations in one or both of these subjects which appeared to me to be the most satisfactory were obtained in the 2nd and 3rd battalions of Grenadier Guards, in both subjects, and in the Depôt Brigade of Artillery at Sheerness, 1st battalion of Coldstream Guards, 6th Dragoon Guards (Carabineers), and 2nd Batt. 60th Foot, in geography only. Mr. Belling reports that a certain number of men belonging to the 73rd Foot passed a satisfactory examination in geography and a fair examination in English history.

Grammar.

I have seen only five adult schools in which English grammar was systematically taught, and with such results as to make me think it worth while to note the circumstance.

Progress.

The means did not exist last year of observing accurately the amount of progress made by individuals. The arrangements which have now been introduced with this view appear to me to be well adapted to their purpose. It is possible that slight modifications of detail may suggest themselves in course of time, but I am convinced that the principle is excellent, and I have heard only one opinion expressed about it by the commanding officers and schoolmasters with whom I have conversed upon the subject.

Special classes.

I have nothing to add to what I said in my report last year about special classes. There are only 12 schools in my district in which they are established. In eight of these not less than three hours is the prescribed period of attendance daily, though only in six is there a continuous attendance of three hours. Those of the Artillery at Woolwich are the most regularly attended, and next to them those of the 1st Batt. 13th and 37th Foot at Dover.

Certificates.

The system of granting school certificates has been too short a time in operation for me to be able to say much about it yet. The Council is aware that I anticipated good results from it before it was brought into practice, and the small experience which I have yet had of its working has in no degree tended to damp my expectations. A certain number of men have already presented themselves for examination for certificates, and a disposition has manifested itself on the part of some commanding officers to encourage others to do so. Much will depend upon the establishment of a system of examination of candidates such that men may feel confident that their acquirements will be fairly and

App. III. No. 1.

equally tested by it, no matter where they may happen to be stationed when they present themselves for examination. Much also will depend, I think, upon the examinations for 1st and 2nd class certificates being of such a character as to make them really of value to the soldier, both during his period of service (if he be a man who aspires to promotion) and after his period of service has expired, and he has to seek employment in civil life.

Reading.

Among the children attending the masters' schools, it appears that little more than a sixth have attained to standard A. in reading; and that little more than a third, including these, have attained to standard B.; whilst nearly one-half have not yet passed standard D.; and about one-sixth of the whole have not yet attained to it.

Dictation.

In writing from dictation I find that rather more than one-tenth part of those attending may be placed under standard A.; and that one-fourth, including these, may be placed under standard B. at least; whilst two-thirds of the whole have not passed standard D., and very few of those two-thirds have reached it.

Arithmetic.

In arithmetic it appears that only one-fourteenth of the whole have reached standard A.; that only one-sixth, including these, are not below standard B.; and that considerably more than two-thirds (about 71 in 100) have not passed standard E., very few of whom have mastered the multiplication table yet.

Comparative proficiency in the R.R.R.

It appears, therefore, that both in the adult schools and in the schools of grown children which have come under my observation, or have been reported upon by the superintending schoolmasters or the regimental schoolmasters for my information, the general standard of acquirement in reading is higher considerably than in writing from dictation, and in a still greater degree than in arithmetic; also that the standard of acquirement generally is higher in the adult schools than in those of grown children; but that the superiority of the adults to the children is not so great in writing from dictation as in reading; and that it is even less in arithmetic, though it is still observable to a very small extent.

History and geography.

English history, geography, and grammar are taught in most of the schools of grown children, and I think generally with fair success. It is too much the custom, however, to dwell a long time upon the earliest period of our history, to the exclusion of that which is more recent; and in respect of the teaching of geography, I see no reason to modify the observations which I made in my report to the Council last year.

The schools of grown children in which History of England and geography appeared to be most successfully taught are those of the 2nd Life Guards, the 6th Dragoon Guards (Carabineers), the Depôt Brigade of Artillery at Sheerness, the 9th and 10th Depôt Battalions (joint school) at Colchester, and (geography only) the 2nd battalion of Grenadier Guards.

Grammar.

The study of grammar seems to have little or no effect in preventing the habitual use of inaccurate language by the children. I believe it to be a very useful branch of study notwithstanding, even in such schools as ours, but not for that which at first sight might appear to be its special purpose.

Ages of children.

The children attending the masters' schools are for the most part much younger than they were a few years ago, and there appears each year to be a tendency to take into them still younger children. Into the infant schools, too, they are admitted at a much earlier age than formerly; in several instances almost as soon as they can walk, and before they can be said really to have learnt to speak, although not before they can make a certain number of articulate sounds. I have encouraged this, both because I think it a good thing and because I believe it to accord with the wishes of the Council.

Most of the children's schools are still without playgrounds. Playgrounds.

The discipline of the schools is generally satisfactory, I think, and I have heard no complaints, as I formerly did, of the rudeness and misconduct of the children when not in school. No doubt there must be numerous instances of naughtiness amongst them, but I no longer hear such universal complaints as I had to bring to the notice of the Council on a former occasion. Discipline.

The conduct of the schoolmasters and schoolmistresses, so far as I have had an opportunity either of seeing it or of hearing about it, has been satisfactory, except in a very few instances, which were reported to the Council as they occurred. Conduct of masters and mistresses.

The arrangement by which the chaplains direct the religious teaching of the schoolmasters continues to work satisfactorily, In a few instances the chaplains are reported to take no especial charge of this part of the schoolmasters' duty, but these are exceptions to the general rule. Religious instruction.

The accounts which I receive from the chaplains of the co-operation of the schoolmasters and schoolmistresses with them in conducting the classes for religious instruction are most satisfactory.

In bringing this report to a conclusion, I venture to draw the attention of the Council to the claims of many very deserving schoolmistresses, whose names are well known to the Council, for whom there seems little or no prospect of advancement, so long as the present organization of the body, in 1st, 2nd, and 3rd classes, continues unchanged.

I have, &c.

(Signed) A. C. GLEIG, Lieut.-Col., R.A.,
Assistant Inspector of Army Schools.

To the Secretary,
The Council of Military Education.

APPENDIX III.—No. 2.

From J. P. SARGEAUNT, Esq., Assistant Inspector of Army Schools for NORTH BRITAIN.

SIR, Tewkesbury Park, 31st January 1865.

I HAVE the honour to forward for the information of the Council of Military Education, my annual report of the schools visited by me in the year 1864.

The adults' schools having been reported on in detail in the form prescribed, as they were visited, it appears necessary now to offer only such general remarks as may be suggestive of improvement in the systems provided for the education of the soldiers of the army.

In the first place, I have to remark that the progress in the adult schools is impeded by irregularity of attendance. From the commencement to the close of the drill season the men's attendance is necessarily very much interrupted. Having no general return I cannot pretend to give figures to show accurately the condition of all the schools in my district, nor can a general state be drawn from the monthly reports to show this defect.

The Council may easily ascertain the true state of the case by calling upon schoolmasters to furnish a nominal return of the men on the school books for the last 12 months, with the number of attendances against each man's name during that period. If this be done, and copies of the returns forwarded to me, I should be able to tabulate them in such a manner as to show the actual amount of instruction given to each adult in the year.

APP. III. No. 2.

I can, however, give some facts from a nominal return of a weekly state of a regimental school in my district:—

Names on the school books, exclusive of drummers and band boys - - - - - - 66

Of this number—

1	made	3	attendances.
7	„	2	„
21	„	1	„
37	„	0	„

i.e., an average ·576 attendance per man weekly.

There were also on the books—

Drummers and band boys - - - - 16

Of these—

3	made	4	attendances.
4	„	3	„
5	„	2	„
1	„	1	„
3	„	0	„

i.e., an average of 2·188 attendances each. This state is shown at a time not in the drill season, and when there is no musketry instruction; but after the time for drill and musketry has arrived, the average will necessarily be considerably reduced. I think, then, it may fairly be assumed that, as a rule, each soldier's attendance does not take place more than once a week throughout the year, and taking off six weeks in the year for holidays and other interruptions, we arrive at the conclusion that the instruction to each man does not amount to more than 46 hours per annum. How then can even fair progress be expected.

I will now proceed to show the working state of a school which is encouraged by the commanding officer of the regiment, and which is in charge of a most zealous young schoolmaster.

The school I take as an example is that of the 26th Cameronians, and the figures I shall use are taken from the school report of that regiment for the month in which I made my visit of inspection.

The teaching power of the school consists of a trained schoolmaster and six soldier assistants; the hours devoted to teaching are from 6.30 a.m. to 5 p.m., with the interval of one hour from 8 to 9, and of half an hour from 1 to 1.30, making altogether 10* school hours daily. I must here remark that this is far too long a time for any master to be engaged in teaching, and were it not that Schoolmaster Walters is a man of strong health and zealous temperament, he would break down under such excessive labour.

The number of men on the school books is - 360

The average daily attendance - - - 155·59

The number of hours' attendance per man weekly 3·24

This number is given for the men who actually attended, and it must be borne in mind that nearly half the men referred to in the nominal return quoted above were absentees from the school, and, therefore, the average number of hours here recorded does not represent the amount of instruction given to each man on the school books; it must also be recollected that the school hours for the Cameronians are arranged in such a manner as to give greater opportunity to the men to attend than is the case in any other regiment.

Of the number on the school books—

4 were in training for acting schoolmasters.

21 were being instructed in vulgar fractions and decimals in arithmetic, and in multiplication of algebra.

---

* This should be 9 hours.

33 as far as least common multiple.
84 first four simple and compound rules.
61 first four simple rules.
61 easy addition.

The remainder were learning to make figures. The general progress of the school is reported as slight, and for the two lowest classes very slight; and how slight indeed must be the progress in this heterogeneous mass of pupils.

Now, from the state of these two schools which I have endeavoured to describe, I draw the conclusion that irregularity of attendance, an indiscriminate overcrowding of classes, and, in the case of the Cameronians, an over-wrought schoolmaster, are amongst the causes which impede the progress of soldiers in regimental schools.

I will now suggest a plan by which more real instruction and more permanent improvement of men who join the ranks of the army may be effected. First, I propose to limit the number of names allowed to be on the school books at one time, in order that the teaching of the trained master may not be so dispersed as to become almost valueless, and then, having fixed the limit, to make the attendance compulsory. In this way:—Select five men per company from amongst the best educated, and compel them to attend school daily for two hours, until they are qualified to obtain a third class certificate; when they have arrived at this standard let their compulsory attendance cease, and invite them to attend an evening class, where their instruction may be continued to any degree of proficiency to which they may be able and willing to arrive. In this way there would always be 100 men in every regiment on the school books, 50 in the compulsory classes, and 50 in the evening voluntary classes, provided there were so many willing to attend in the latter. The compulsory attendance should be as rigidly enforced as any other duty.

To carry out such a plan the school day should be apportioned as follows:—

Morning school.
9—1, for grown children.
Afternoon school.
2—4, for compulsory school of adults.
Evening school.
6—7, for voluntary adult classes.

I consider four hours a day amply sufficient time for the instruction of the grown children.

The advantages of adopting the scheme I propose would be to substitute for the present uncertain and desultory instruction given to adults, a real education to those most requiring it. Those who join the army with a fair education do not require the assistance of a teacher, but rather those who are ignorant. At present a very large proportion of the soldiers in the regimental schools who pass fairly at an examination, have gained this knowledge before joining the army, and, therefore, their acquirements cannot be reckoned as results of the teaching in regimental schools.

Children's schools.

The children's schools in my district are generally in a satisfactory condition. The degrees of proficiency, however, attained by children of the same age in different schools are strikingly variable. At Netley Hospital a child 14 years of age could work only the four simple and compound rules in arithmetic. I do not attribute this unusually low standard to want of ability or attention on the part of the schoolmaster, because some allowance must be made for difficulties which stand in his way, from which regimental schoolmasters are free.

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In the 11th Depôt Battalion, in the 7th Brigade of Royal Artillery, and in other good schools, children of 13 and 14 years of age are working with accuracy vulgar and decimal fractions. I may here report that the instruction in the school of the 7th Brigade of Royal Artillery is given with uniformly good results throughout the classes, and on comparing the result of my examination in all the subjects taught in the school with that of the other schools in my district, I find it is due to the master to place it at the head of the schools examined by me in the year.

The accuracy of teaching, as shown by my examinations in dictation, is also most variable. The greatest number of mistakes in spelling occurs in the school of the 87th Regiment, viz., an average of 7·56 mistakes per child in a lesson of about 50 words. The least number occurs in the school of the 2nd (Queen's) Regiment, viz., 0·566 in the same number of words. This low average is nearly equalled by the children of the 11th Depôt Battalion, viz., 0·867.

The number of mistakes for the whole number of children examined gives an average of 4·249.

The school of the 26th (Cameronians) deserves to be noticed as meritorious in this subject, since it shows a first class making no mistakes in spelling, and the number of mistakes made in the second class amounts to the low average of 0·819 per child; and it is on account of the schoolmaster offering for examination in this subject four classes, that the number of mistakes for the whole school comes to an average of 2·88 per child.

The same remarks apply to the schools of the 7th Brigade of Royal Artillery. But the reverse is true of the 87th Regiment. The first class only of the school was offered for examination, and the number of mistakes averages 7·56 per child, as before stated. The instruction in reading is generally good. The same may be said of writing. The superintending schoolmaster stationed at Portsmouth has made in the short time he has been there great improvement in the writing lessons in the schools under his superintendence, and I think his appointment will prove to be of advantage to the schools in the South-west District.

I have reason to be satisfied with the conduct and efficiency of the schoolmasters and schoolmistresses in my district. They have generally displayed zeal and tact in the performance of their duties, and I should be unwilling in my annual report to detract from the general character of the body of teachers, by repeating any individual shortcomings I may have found it my duty to notice in my inspection reports.

I have, &c.

(Signed) James P. Sargeaunt,
Assistant Inspector of Army Schools.

The Secretary to the Council of Military Education.

No. 3.

Appendix III.—No. 3.

From E. A. Vicars, Esq., Assistant Inspector of Army Schools, for Ireland.

Sir,

Rugby, February 25, 1865.

I have the honour to forward my annual report of the condition and progress of the schools in my district for the year ending 31st December 1864.

It will not be necessary for me to trouble the Council at any considerable length upon this occasion. I have been at some pains to

compile statistics of the numbers attending the several schools, both of adults and of children, and to these I have added some further data showing the educational status of the adults, in their respective ranks, who have attended school and been examined by me during the past year. I have also drawn up a list of the garrisons and regiments in which "special classes" have been formed, and a statement of the hours per week per man given to instruction in each case. In addition to these statistics I have made out a return based upon the half-yearly examination of the schoolmasters, according to the new system, from which will be gathered their estimate of the educational condition of the men and children they have examined. It will be interesting, when I have completed my inspection for the current year, to compare the results with these figures and see how far they are corroborated, and what progress has been made, taking the masters' estimate as the basis of the calculation.

In my report for 1863, I found that the numbers of soldiers of all ranks on the school books in Ireland in November of that year were in round numbers 4,830, as against 5,360 in December 1862. I find that the total number on the school books for December 1864 was 4,438. That is, there is a decrease of 922 since December 1862, and 392 since November 1863. This aggregate of 4,438 is thus composed:—

Serjeants - - -	196
Corporals and lance corporals -	637
Drummers - - -	442
Privates - - -	3,163

On comparing these figures with the returns for November 1863, it would appear that the proportion of serjeants, corporals, and drummers is considerably larger in 1864 than it was the previous year. Out of a total of 4,830 in November 1863 there were only:—

57 serjeants.
156 corporals.
308 drummers.

These are the facts so far as the numbers shown on the school registers. But, as I pointed out in my last report, the attendance as a rule indicates a very decided disproportion to the names enrolled on the books. The average daily attendance of all ranks in December 1864 was 1,636, as against 1,817 in November 1863, that is to say, there has been a falling off in the attendance to the extent of 181. But it will be seen that the disparity to which I am referring has not been sensibly reduced during this interval, for the attendance during the former period is about 38 per cent. of the nominal roll, as against 37 per cent. during the latter period. On looking back to the returns for March 1863 I find that the attendance was about equal to 41½ per cent. of the total on the registers.

The large increase in the number of non-commissioned officers who attended school on the average in December last is interesting and important. These are the data:—

November 1863.	
Serjeants - - - - - -	57
Corporals and lance corporals - -	156
December 1864.	
Serjeants - - - - - -	196
Corporals and lance corporals - -	637

These figures show that the feeling in favour of the education of non-commissioned officers has spread very considerably. While they prove no doubt that many have been promoted whose knowledge of reading, writing, and arithmetic did not reach the proper standard: they also attest the impetus which has been given to the instruction of soldier adults,

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by the recognition of the principle which it has taken so many years to enforce, that no man who is illiterate is qualified to hold the position of a non-commissioned officer. It is to the unreserved and general adoption of this principle that we must look to supply a permanent stimulus to the work of adult education in the army.

During 1864 I inspected 31 adult schools of garrisons and regiments, of which the effective strength was about 18,300. The total number present at my examinations was 2,460, of which there were :—

Serjeants	96
Corporals	240
Lance corporals	180
Privates and drummers	1,944

On referring to the schoolmasters' half-yearly reports of their examination of their respective schools, as enjoined by the regulations recently issued on the subject, I find that in connexion with 27 garrisons and regiments, 4,378 men of all ranks, and children have been subjected to the prescribed form of examination. As in many cases the children and adults are included in the same report, it is impossible with any accuracy to ascertain how far this total is an increase upon the number which came under my inspection. But there can be no question the increase is very considerable, and forcibly demonstrates the value and efficacy of the new order with regard to the examination of adults. Under the old system the numbers present at an inspection were not fairly proportionate to the nominal list. The practice at the same time prevailed of sending in men to be examined whose visits to the school were so occasional and promiscuous that the schoolmaster was frequently unable to identify, much less to classify them. By the provisions of the new regulations every man on the register will be connected with the school by means of this examination book, which will be a standing record of his progress or his irregularity. A fair opportunity will also be furnished of testing the assiduity and estimating the success of the schoolmaster, who will be in a position to produce evidence of the work he has done, and of the improvement he has effected.

The system of examination by Forms, which is now abrogated, has supplied some very valuable statistics as to the educational condition of the army. Taking first in order the subject of reading in its three-fold clasification, viz., "letters and monosyllables," "easy narratives," and "books of general information," the following is the result of an analysis of my inspection reports.

Of the 96 serjeants I examined in reading the distribution under the three heads, as aforesaid, is as below :—

Letters and monosyllables	2
Easy narratives	4
General information	90

Corporals.

Letters and monosyllables	2
Easy narratives	15
General information	223

Lance Corporals.

Letters and monosyllables	2
Easy narratives	30
General information	148

Privates and Drummers.

Letters and monosyllables	540
Easy narratives	517
General information	887

I have made also a calculation of the number of men of all ranks whom I found able to write from dictation on paper, and it appears that in the aggregate 1,030 undertook Form B. as then in use for this purpose.

As to arithmetic, those who were unequal to any sums in advance of compound division were very largely in excess of those who could work the questions allotted to Form C. The four simple and the four compound rules, therefore, may be regarded as the boundary of the arithmetical attainments of a preponderating majority of the adults of all ranks examined by me during the past year.

Any knowledge of geography and history with which I met was, generally speaking, of an elementary character, and was confined to the limited number who were able to master the sums given on Form C.

Taking the schoolmasters' half-yearly reports which have reached me as the basis of the estimate, I find that the 4,378 men of all ranks, and children, examined by them according to the instructions lately promulgated, are thus classified:—

Reading (below D. or E.) - - -	1,073
Dictation - - - - -	1,769
Arithmetic - - - - -	1,160

The following are the numbers stated to have attained in reading, writing, and arithmetic the standards denoted by A., B., C., and D., respectively:—

Reading—A. - - - - -	864
B. - - - - -	826
C. - - - - -	726
D. - - - - -	685
Dictation—A. - - - - -	747
B. - - - - -	763
C. - - - - -	677
D. - - - - -	299
Arithmetic—A. - - - - -	198
B. - - - - -	441
C. - - - - -	480
D. - - - - -	2,060

Thus it appears that those adjudged to be *above A.* in the three subjects specified were:—

Reading (above A.) - - - -	204
Dictation (above A.) - - - -	123
Arithmetic (above A.) - - - -	39

Special classes.

The system of "special classes," from which substantial results might be expected were it generally adopted, does not seem to have increased in favour during the past year. The experiment, as yet, has only been tried on a limited scale, and even where it has been tried has been only in partial operation. In November 1863 there were established 13 "special classes," with a daily attendance of 147, as against 22 "special "classes" in March 1863, with a daily attendance of 416. The number of "special classes" in December 1864 was 11, and the daily attendance in round numbers of all ranks 117.

The largest number of hours per week devoted to the school by the members of these classes was at Birr, where the corporals attended 12·4 and the privates 14·7 hours. Next to this stands Templemore, where the corporals attended 6·6, and the privates 11·4 hours. There were in December last 17 battalions and regiments where no "special classes" were in existence.

Children.

The children's schools in my district, both of grown children and of infants, are in a satisfactory condition. Where the attendance at school is a matter of daily routine, it is of course to be expected that the

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attainments should be higher, and the progress more rapid. This applies in the main to the elder children, but the foundation laid in the infant schools, and the habits of order, discipline, and punctuality there inculcated, at a time too, when they are more easily taught and more easily acquired, are of the greatest service in preparing the younger children for the upper school, and fitting them to profit by the tuition of a master.

The number of children who attended school on an average in December last was 2,072, thus subdivided:—

	Grown Children.	*Infants.*
Boys - - -	432	610
Girls - - -	390	640

The total for November 1863 was 2,190, as against 1,929 in December 1862.

Regimental system gives general satisfaction.

The regimental system as applied to children's schools appears to give general satisfaction, and upon the whole is an improvement upon the garrison system. A school, such as that established in the Royal barracks, composed of children belonging to the three regiments quartered there, as well as of the children of prison warders, pensioners, &c., &c. is no doubt able to show a higher order of knowledge, more especially in the upper classes, than can be expected to be found in the smaller compass of a *strictly regimental* school. The influence of numbers when controlled by an efficient staff is in favour of that healthful spirit of rivalry and emulation which conduces so powerfully to progress and so largely promotes success. On the other hand the advantages of the regimental system, which assigns to each master his own children, familiarizing him with them at every stage of their career, and fastening upon him the undivided responsibility of their advancement in learning can scarcely be outweighed. A master will naturally feel a keener interest and a greater pride in pupils for whom he is personally accountable, whilst the supervision and co-operation of the commanding officer are more practicable and convenient, when the children in which he is concerned are grouped together than when they are distributed through several classes made up of contributions from several regiments.

Singing.

The singing, as a rule, in the schools in my district is not good, but it is decidedly improved since the date of my last report.

Library.

The present library system seems to be very popular and to work most successfully. The newspapers and periodicals purchased for the reading rooms are chosen with taste and with discretion. I have rarely seen an objectionable publication on the table.

The recreation rooms are an unceasing source of amusement, and cannot fail, by providing an adequate substitute for attractions out of barracks, to contribute towards the domestication of the soldier and to the discouragement of habits of intemperance and immorality.

The schoolmasters in my district have conducted themselves most creditably during the past year. They are for the most part men of character as well as of ability.

The schoolmistresses as a body are well qualified for their positions. They have imbibed correct notions of system and of discipline, and appear to be interested in their work.

I have, &c.

(Signed), Edward A. Vicars.

The Secretary,
&c. &c. &c.
Council of Military Education.

APPENDIX III.—No. 4.

APP. III. No. 4.

ANNUAL REPORT on the ARMY SCHOOLS at GIBRALTAR, by Col. F. F. MAUDE, V.C. and C.B.

SIR, Gibraltar, 31st January 1865.

IN compliance with paragraph 20 of the Instructions for Local Inspectors of Army Schools, dated 1st October last, I have the honour to lay before the Council of Education the following general report on the schools, libraries and reading rooms at this station up to the 31st December last.

During the past year the following changes of regiments have taken place at this station:—The 2nd battalion, 2nd Foot, and 2nd battalion, 3rd Foot, have left for the West Indies; the 1st and 2nd battalions, 9th Foot, arrived from Corfu in their place; after being stationed here a few months the 2nd battalion, 9th Foot, left for China, and was replaced by the 86th Regiment from Ireland.

Having so recently (18th instant) transmitted to you a separate and detailed report upon each of the schools in this command, those of the 86th Regiment excepted, which regiment only arrived here in October, and the schools of which were inspected in May last, I conceive it is only intended that I should generally allude to the following subjects.

Attendance of adults.

The general attendance of the adults during the past year has slightly improved in comparison with that of the previous year. In two regiments in this garrison the commanding officers exempt their men from mid-day parade for the purpose of attending school. This boon is naturally much prized by many who take advantage of it, and their progress is consequently very satisfactory. Unless some inducement of this kind is held out by commanding officers in a garrison such as this, where guards and other duties are heavy, it is hardly to be expected that men will feel inclined to devote the few leisure hours they may have to improving themselves at school.

From my experience of army schools, it does not seem to me desirable that 300 or 400 men's names should be on the school books of a regiment at the same time, each of these men on an average attending say three times a month, and hardly making any progress.

I think the following system would be infinitely more satisfactory to the commanding officer, the soldier, the schoolmaster, and the country, and would in the end tend to a much more general improved state of education in the army generally.

Let the captain of each company submit for the commanding officer's approval the names of six men (more or less according to circumstances) whom he may wish to have educated, and who are themselves anxious to attend school; let every regimental facility be given to enable these men to attend whilst their names are on the school books by exempting them from as many parades as possible, by putting them on guard on Saturday, &c., and there is little doubt their progress will be most satisfactory, and in a few months they can be replaced by others.

The present system of having 300 or 400 men's names on the school books cannot be and is not satisfactory for the following reasons, viz., the men attend so seldom that they do not improve; the time of the schoolmaster and of his assistants is uselessly taken up in keeping the register of, arranging the copy-books of, and examining twice a year, men whom they see only two or three times a month, if so often.

Special class.

In one regiment now in garrison, the 23rd, a special class of 20 men has been established during the past year on the above principle and has worked very well. The 1st brigade Royal Artillery has also had a special class working for more than two years, with most satisfactory

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results. The 2nd battalion, 3rd Foot, also re-established with success a special class a short time before they left this for the West Indies.

Attendance of children.

The children generally attend very regularly, and their progress is consequently very satisfactory.

Commanding officers.

The commanding officers of corps and regiments generally seem anxious to support the schools.

Schoolmasters.

I find the schoolmasters, as a body, very zealous and attentive to their duties, and they cheerfully respond to the slightest suggestion made to them; they are generally reported on favourably by their commanding officers.

Schoolmistresses.

The schoolmistresses generally give satisfaction. The 23rd Regiment requires a trained schoolmistress.

School accommodation.

I cannot urge too forcibly the necessity that exists for an infant school-room to be built for the Royal Artillery. At present about 66 children are educated in an old guard-room, about 27 ft. by 20 ft. by 10 ft., with stone floor, badly ventilated, badly lighted, badly drained, and without suitable school fittings.

The present adult Royal Artillery school-room would make a very good infant school-room, and as it is too small for its present purpose, it is very desirable that a larger adult school-room should be built. There is plenty of ground for this purpose close to the present adult school-room.

The following additional school accommodation is also required, but not so urgently as that for the Royal Artillery:—

1. An infant school-room for the three companies of Royal Engineers.
2. Ditto for the regiment at Town Range Barracks.
3. Ditto for the regiment at Casemates Barracks.
4. A small school-room for the wing quartered at Europa Flats.

Libraries.

The Royal Artillery and Royal Engineers have each a library of their own, well conducted and in good order.

There are two garrison libraries for the Infantry, one in the South District available for three regiments, and one in the North for two regiments. As proposed in my report of last year, it is most desirable that these two libraries should be amalgamated into one, thereby enabling a greater variety of books to be purchased, and saving the expense of one librarian, &c. At present duplicate copies of a favourite work are ordered, one for each library. The only difficulty there is in carrying this out arises from the want of a suitable room or building; perhaps it might be considered worth while to build a library room somewhere near the barrack-master's quarters, the present library rooms being both too small for the purpose.

Recreation and Reading rooms.

The Royal Artillery and Royal Engineers have each a reading room, and the Artillery a games room as well.

The Infantry regiments have each established a reading or recreation room in their several barracks by temporarily appropriating a barrack or school room for this purpose; they are well attended and work well. It is hardly necessary to add that if good-sized recreation rooms were added to each barrack it would tend very much to increase their popularity.

Lectures.

A series of lectures is now being given by the trained schoolmasters to the troops; each schoolmaster lectures on the same subject to his own regiment or corps, and to every other regiment or corps in the garrison, and in this way delivers 12 lectures at least during the season, six before and six after Christmas. When the lectures are all concluded, a return of them will be transmitted according to the form laid down,

I have, &c.

(Signed) F. F. Maude, Colonel,
Local Inspector.

To the Secretary,
The Council of Military Education.

APPENDIX III.—No. 5.

APP. III
No. 5.

Report on the Army Schools at MALTA, by Colonel ROMER, R.A.

SIR, Malta, 1st February 1865.

IN accordance with the instructions of the Council of Military Education, I have the honour to furnish for their information an annual report on the schools, as per margin, of regiments stationed in this island.

3rd Brigade, Royal Artillery.		
Companies, Royal Engineers.		
2nd Battalion,	4th	Regiment.
2nd "	7th	"
2nd "	8th	"
1st "	22nd	"
2nd "	22nd	"
	100th	"
R.M.F.A.		

I am unable to say that the adult schools are generally in as satisfactory a state as could be desired, irregularity of attendance on the part of the men, amounting in many cases to an only nominal attendance, continues to be the chief difficulty to contend with; for even in those regiments in which the commanding officers are desirous of fostering and encouraging their schools, it is almost impossible to obtain anything like a regular continuous attendance, the duties of guards, fatigues, &c. press so heavily on the men. The special class system has been adopted in some regiments, and it is to be hoped it will become general. In the 3rd brigade Royal Artillery, where attendance is compulsory for such men as can neither read nor write, the average number of hours of weekly attendance is so small that scarcely any results can be expected.

From my inspection of the various schools, I find generally the greatest weakness is in orthography; many men and children who read and write very fairly, spell very badly, and I think masters should pay more attention to this essential part of education. No doubt it is a difficult task to teach an adult spelling. I have, however, seen great improvement made from constant exercise in dictation. I find almost invariably that dictation is a standard lower than reading in the same pupil.

Arithmetic is progressing, though still at a lower standard than one could wish; the men, however, appear to take to it more readily than the other branches of education.

Except where there are special classes, geography and history can rarely be taught, and if a man has a knowledge of these subjects, he in all probability got it before he entered the service.

The grown children's schools I have found generally in a satisfactory state, the attendance of children regular, and their intelligence fair; their appearance, manners, &c. good.

During the past year, all the trained schoolmasters, the one belonging to the 2nd battalion 4th regiment, who was with his regiment at Corfu, excepted, have been for some weeks under arrest, and the masters of the 2nd battalion 7th, and 1st battalion 22nd regiments, have been removed from the service. These circumstances have been already reported to the Council. The conduct generally, however, except in the instance referred to, of the schoolmasters has been good, they have very good abilities, and are attentive to their duties, and commanding officers report that they are satisfied with them.

The conduct of the schoolmistresses has been satisfactory; they appear qualified for their duties, and the infants and industrial schools work well. Some mistresses have not the assistance of monitresses because the services of girls to act as such cannot be obtained from their respective regiments. I rather think the remuneration is too small, and it is a great embarrassment to a mistress, having a large number of infants in her school, not to have the help of a monitress.

APP. III. No. 5.

Hitherto it has been next to impossible for an inspector to ascertain the actual amount of progress made by individual pupils. The new school regulations, providing "examination books," &c., will remedy this, and I believe the granting school certificates will be found to encourage the men in their attendance at school, and to assist commanding officers in their selection of men for non-commissioned officers, and of non-commissioned officers for promotion.

The school-rooms are sufficiently capacious, and generally convenient, excepting those that have been mentioned in my inspectional report, viz., the schoolroom at Floriana, in which a scanty curtain divides the infants and industrial schools from the adults and grown children; and the adults' school-rooms in Upper and Lower St. Elmo, which require improved lighting and ventilation. In Lower St. Elmo there is gas, but it affords insufficient light for school purposes; in Upper St. Elmo gas has not yet been introduced, and men who would attend night-school are prevented, or rather deterred, in consequence of the want of good light.

I take this opportunity of bringing to the notice of the Council that for some months past divine service has been performed on Sunday evenings in the Margarita school-room, Cotonera, and there has been a very large voluntary attendance of soldiers, their wives, &c. The lighting, which has been by private subscription, and perhaps the best that could be got under the circumstances, has been nevertheless totally inadequate, and I beg very strongly to recommend the introduction of gas into this building, which then would be available and convenient for lecturing purposes.

The magic lanterns and slides supplied for the use of the troops are now circulating, and lectures are given by the schoolmasters; a report of them will be sent to the Council at the close of the winter season.

The "recreation" and "reading-rooms" which have been established in the barracks appear to work very satisfactorily; that they are popular amongst the men I infer from their numerous subscribers; that they tend to keep the men in barracks and diminish crime I know to be the case in the Artillery, and I make no doubt it is the same in other regiments.

I have, &c.
(Signed) Rob. C. Romer, Colonel,
Local Inspector of Military Schools.

The Secretary of the
Council of Military Education.

Appendix III.—No. 6.

No. 6.

BENGAL.

Head Quarters, Calcutta,
15th March 1865.

Sir,

With reference to paragraph 143 of the War Office Circular, No. 821, dated 25th May 1863, I have the honour to forward the enclosed report, as per margin, on schools, together with an extract of a letter from the Superintendent of Army Schools, for submission to the Council of Military Education.

School of Royal Artillery, Meerut.
19th Hussars.
2nd Batt. Rifle Brigade, Meerut.
1/20th Regiment, Roorkee.
94th Foot, Kussowlee.

I have, &c.
(Signed) H. Rose,
General Commander-in-Chief
in India.

To the Secretary to the
Council of Military Education.

EXTRACT OF A LETTER FROM CAPTAIN DUNN, SUPERINTENDENT OF ARMY SCHOOLS, TO THE ADJUTANT-GENERAL, DATED 20th JANUARY, 1865 (pars. 1 & 2.) APP. III. No. 6.

I HAVE the honour to submit for the information of His Excellency the Commander-in-Chief reports on the schools noted in the margin, which I inspected in November and December last. These all appeared to me working on the whole satisfactorily. Any defects which I noticed in the internal arrangements of the school, or the state of the classes, I pointed out to the schoolmasters, who will, I have no doubt, endeavour to remedy them. I was in particular satisfied with the adult schools 1st Battalion 20th Regiment and Rifle Brigade, and with all departments of the 94th Regiment.

School of Royal Artillery, Meerut.
19th Hussars.
2nd Batt. Rifle Brigade, Meerut.
1/20th Regiment, Roorkee.
94th Foot, Kussowlee.

SCHOOL OF ROYAL ARTILLERY, MEERUT DIVISION, stationed at Meerut. Inspected 7th and 8th November 1864.

The accommodation has been slightly increased since I visited this school in 1862, by the removal of the schoolmaster to a separate bungalow, and incorporation of his quarters with the school; but it is still full small for the attendance of scholars during the summer months. At the time of my visit, however, it was by no means crowded. The desks which were formerly cumbersome, double ones occupying unnecessary space, were in course of being altered to single ones, which will much add to their utility. The school is deficient in reading and copy-books, but an indent for supply of these has been sanctioned. Accommodation, &c.

Attendance.—The non-commissioned officers are, as heretofore, expected to attend school until they are able to read fluently any of the advanced histories, to write correctly from dictation in a fair and free hand, and to work arithmetic, including vulgar fractions. The recruits who formerly attended until dismissed drill, are now required to do so until they are able to read Gleig's English History, to write an easy passage from dictation, and to work the simple rules of arithmetic. 82 non-commissioned officers and 50 recruits have been dismissed as qualified since May 1862, when they commenced attending this school. Two recruits and a few non-commissioned officers, who then began to attend, are still on the school rolls. Adults. Non-commissioned officers and recruits attending by order.

The voluntary scholars are required to attend daily when off duty, and this rule, though absolutely necessary to ensure progress, renders the number of such scholars small, especially during the winter months, when duty in the Artillery is heavy.

On the first day of my visit so few adults were present that I was unable to examine them. This was in consequence of the visit of the General inspecting the Artillery. On the second day, 16 non-commissioned officers and 28 gunners and drivers were present.

Of Class IV., 2nd sect., eleven (11) gunners and drivers were present. With exception of two, these had been attending between four and nine months, and had commenced to read and write in the school. The two longest in the school, and one or two others, were able to read in the first and second reading book fairly; the remainder were able to spell out words of one syllable with more or less facility. They all wrote large hand in copy books, and small words on slates, and had begun to work easy sums in addition and subtraction. The progress of some of these had not been particularly rapid, but they all seemed attentive and anxious to improve. Gunners and drivers. Class IV. sect. 2.

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Of the 1st section of this class, eight were present. Of these two had been attending 12 and 18 months, the remainder from four to seven months; three could read and write to a certain extent when they joined, the rest very little, if at all. They read from first part English history, all fairly, excepting two, and all were writing small hand tolerably, and passages from an easy reading book from dictation. In arithmetic they were working various examples in the simple and compound rules, the sums being given on the black board to suit their various capacities. They appeared generally painstaking and of fair intelligence.

Class III.

In the third class 11 were present, some of whom, had they been with the non-commissioned officers, would have been reckoned in the second class. They were mostly voluntary scholars. About half had been attending under 12 months, the remainder over, and all had been able to read and write a little when they joined. The most advanced had a good knowledge of fractions and decimals, and could write general orders with very fair accuracy. The writing of three was good. The less advanced wrote with the others, but with more difficulty. All could read with tolerable fluency.

Non-commissioned officers.

The non-commissioned officers attended by themselves, and were similarly divided into three classes. The difference in their attainments was, however, comparatively slight. They had been attending from one to 12 months, and their attendance had been irregular in consequence of duty, the average number of hours per week for each having been about two and a half, so that their progress was necessarily slow. The reading of most was very fair, but that of one or two poor. They all wrote general orders from dictation, the upper class with few mistakes, the others with less accuracy. There were several free; but only one or two good writers. In arithmetic they were in all stages, from fractions to simple division, without reference to class, nine being in fractions and proportion, and two in the simple rules. One bombardier was working equations in algebra. Little absolute instruction had been given in geography or grammar. The non-commissioned officers appeared willing and attentive, and on the whole I was satisfied that the schoolmaster had worked zealously.

Hindustani class.

Only two men were attending the Hindustani class; one was well advanced, reading the second tale of the Bagh o' Bahar, and able to translate very fairly into English and Hindustani. Three or four men had recently left the class in consequence of the relief of batteries. The second man attending was a beginner. The moonshi appeared fairly qualified to give instruction.

Grown children.

The children under the schoolmaster were divided into two classes of 10 each, which did not vary greatly in intellectual capacity, and did not seem to me successfully distributed. All were present.

Class II.

Of Class II. all excepting three were very fairly advanced in writing and dictation, one boy and two girls writing well and spelling accurately. Two of the girls were not able to write from dictation. They all read very fairly from English history, and, with exception of two or three, intelligently. In arithmetic two boys were well advanced in fractions and proportion, and one had worked the square root. The two eldest girls and four boys were progressing fairly in the compound rules, but two younger girls were in the simple rules, and with little intelligent apprehension of these. They were 11 years of age, but certainly in attainments and general intelligence were not fitted for this class. In Scripture, English history, geography, and grammar, but little knowledge was shown in the class, for though these subjects had been regularly taught, the children appeared to have been imperfectly catchised in the

portions which had been communicated to them, and to have forgotten very much of what they had learnt.

Class III.

The children of Class III., entrusted to the charge of the senior assistant, appeared to me to have received too little of the supervision of the schoolmaster, for several subjects which were on the time-table as taught to the class, and which the schoolmaster seemed to think had been taught, had certainly been very partially, if at all, taken up by the assistant. Though more backward in attainments than the average of the 2nd class, three or four of the boys, in intelligence and capacity for receiving instruction, might very advantageously have taken the place of the two girls above referred to. The class appeared to have been well taught in the subjects in which they had received instruction, reading for the most part well, and answering promptly and intelligently questions put to them on their reading lessons and on mental arithmetic. The writing was generally neat and improving, but they had not been regularly practised in dictation, as they doubtless should have been. In arithmetic the elder boys were working compound division, the remainder the simple rules, and all doing well. They had not recently been instructed in geography or grammar, though these subjects were included in their time-table, and on questioning them I found some little acquaintance with the outlines of both, from instruction which they must have received elsewhere, or a considerable time previously.

I considered the children as a whole to have advanced fairly, though in some points, such as above mentioned, I was not quite satisfied. I am confident that the schoolmaster will do his best to remedy the defects pointed out to him.

Infant school.

Infants.—Consisted of two sections under the schoolmistress and one under the assistant. The first section, consisting of three boys and four girls, read very fairly indeed from the second reading book, and were able to give the meaning of the lesson intelligently and to spell most words therein. I was satisfied also with their progress in writing and easy sums. The elder ones were able to answer questions readily on the early facts recorded in Scripture, and had their intelligence exercised by lessons on natural history, the result of which appeared in their ready comprehension of the subjects of their reading lessons. The whole of the infants attended these lessons on Scripture and natural history, but the elder ones only could derive much profit from them. The younger children were doing very well for their ages, and appeared to have every attention shown to them.

Instruction in needle-work.

The girls and infants attend regularly every afternoon for instruction in sewing. As the materials made up had been recently distributed by order of the officer commanding, I saw only the pieces of work on which they were engaged, consisting of plain garments and samplers, which appeared to me satisfactory.

Acting schoolmistress recommended for pay of third-class schoolmistress.

There was every evidence of attention and earnestness on the part of Mrs. Drinkwater, the schoolmistress, and I would beg specially to bring to notice the long and good service she has rendered during the nine years for which she has been working faithfully in this school. I should be gratified if she were admitted to the pay of a trained third-class schoolmistress.

School of 19th Hussars, stationed at Meerut, inspected on 9th and 10th November 1864.

Accommodation, &c.

The school building is a very small one, but sufficiently large for the present average daily attendance. It is furnished with double desks, the utility of which would be increased by their being divided into single

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ones. The school has but a small stock of books, sufficient, however, for instruction in essential subjects. A considerable supply is in course of issue from England.

Adults. Non-commissioned officers.

The non-commissioned officers of the regiment are required, previous to promotion to each grade, to pass an examination; or, if promoted previously, to attend school till they have passed in the prescribed subjects. There is a slight difference in the qualifications required for each grade from lance-corporal to troop serjeant-major, the former being expected to read and write fairly, to write easy English from dictation, and to work the simple rules in arithmetic; the latter, to write correctly from dictation, to understand fractions, proportion, and simple interest, and to show a general intelligence in grammar, geography, and history.

Young soldiers.

The young soldiers are likewise required to attend during instruction drill, and until able to read and write, and to show a fair knowledge of the simple rules of arithmetic. Of these the schoolmaster has since his appointment (about 15 months) dismissed 29 as qualified. None of the young soldiers now on the school roll have been attending more than nine months.

Hours of attendance for adults, from 10 to 12 noon.

Non-commissioned officers and privates.

On the first day of my visit 21 non-commissioned officers and 20 privates were present; on the second day a rather larger number.

Class II.

Of Class II. were present 13 non-commissioned officers and two privates. All of these were able to read freely and intelligently. They were well practised in dictation, writing a passage of the second part of English history from dictation, the majority correctly, but one or two with several errors. The writing was generally neat, but in some instances wanting in freedom; that of four I considered good. In arithmetic one corporal and one private were well advanced, understanding most of the rules thoroughly. The remainder, with exception of one serjeant, were working interest, but had as I thought been pushed on beyond the point up to which they were well grounded, as they were not able to work examples in proportion and fractions with independence or certainty. These scholars had read the school book on geography, and received occasional lessons on grammar, but these subjects had not been taught with sufficient regularity to give the individual pupils a connected knowledge of them.

Class III.

In the 3rd class were seven corporals and three privates. These, though writing small hand, had not of late had practice in dictation, though they were quite able to write easy passages from dictation, but with indifferent spelling. Some misapprehension on the part of the acting schoolmaster seems to have led to this omission. The writing of all was fair, and of one or two creditable. One only had been attending school over 12 months. In arithmetic they were working fractions and proportion, but the remark made as to the higher class was applicable to this also. The whole read with tolerable freedom.

Class IV.

Class IV. contained two lance-corporals and 15 privates. With two exceptions these had not been attending school over six months, and most of them could hardly read and write when they joined. They were progressing very fairly. The writing was generally careful and improving. In arithmetic all but two were working compound multiplication or division, and though they were not very independent in their working, as a whole they were tolerably intelligent. The most advanced read the first part, English history, the others the first and second reading books. Two men who had been attending six and 12 months had made little progress, being able to read but very poorly.

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Hindustani Class.—This was working fairly, having four non-commissioned officers and eight privates attending. One had already passed the examination in Hindustani, and was reading the Gulistan in Persian. Three were translating the Bagh o'Bahar, and rendering the "Arabian Nights" into Oordoo. These had been studying from one and a half to three years. The remainder, who had been attending from six to nine months, were in the elementary stages, translating easy stories and rendering short sentences into Hindustani. The moonshi appeared competent to afford the required instruction. Hindustani class.

The children of this regiment had received little regular instruction previous to the appointment of a trained schoolmaster, (the present one, who joined in August 1863,) and they were by no means forward. The boys only were instructed by the schoolmaster and his assistants. Children.

Class II. consisted of boys mostly above 10 years of age. They could read ordinary books very fairly, and latterly had been well exercised in the meaning of their lessons, but were apt to give answers somewhat at random. They were able to write a passage of some difficulty, for the most part with very fair accuracy, two exercises being quite correct. The writing was generally neat, that of two good, and of all fair for their ages. In arithmetic they had advanced to vulgar fractions, but here, as with the adults, their knowledge of the rules and principles was by no means independent, two only, in my opinion, being sufficiently grounded in the compound rules to have commenced fractions. Their knowledge of geography and grammar was very slight, and that of history and Scripture desultory. Class II.

The boys of Class III. were considerably inferior in attainments and intelligence to those of Class II. They appeared to have been left too much to themselves in their writing and arithmetic lessons, but this was partly explained by the fact that the assistants had been very often absent at the hours of children's morning school, having been required for drill. An order was given by the adjutant to obviate this difficulty for the future. Class III.

The writing in large and round hand of one was good, of three fair, but that of the rest I considered indifferent. They had not been practised in transcribing or dictation. In arithmetic they were in various rules from simple subtraction to reduction, but they had not received sufficient instruction in the principles of the rules they were working mechanically, and they showed little intelligence on this subject. They read English history, but the book was too difficult for them, two only reading tolerably. I found it extremely difficult to fix their attention to the meaning of the lesson, the answers given being for the most part utterly thoughtless and at random. They had received some instruction in geography and grammar, but the general intelligence was not sufficiently developed to render these lessons practically useful.

I did not consider the state of the children as a whole, particularly of Class III., very satisfactory, though there was evidence of care and attention on the part of the teachers in the reading, writing, and dictation of the upper class. Allowance was to be made for the very backward state of all these children when the present schoolmaster assumed charge, as also for the absence, from illness, of the schoolmaster, and the partial attendance of the assistants. The chaplain of the station, whose attendance at the schools is most regular, and interest in the children great, stated that he had observed a marked improvement since he first visited this school. I saw the schoolmaster on his return from sick leave, and pointed out the defects I had noticed, which I have no doubt he will do his utmost to remedy, as he is both earnest and intelligent. General remarks on children's school.

App. II. No. 6. Female and infant school.

The female and infant department was also under a temporary teacher, who had had no previous experience, and appeared to possess little confidence in giving instruction. In the first class were four girls of from 9 to 12 years of age, and a boy of 7 years. They were backward, being able to read a second reading book with difficulty, and with little idea as to meaning. The spelling was also poor. Two girls wrote small hand poorly; the remainder large hand. In arithmetic they were inthe simple rules only. The remaining children, all under 6 years of age, were simply learning to read from McLeod's cards. The regular schoolmistress, Mrs. Hobbs, had been in charge for a few months only.

No instruction in needlework.

No instruction in needlework was being given, as the stock of working materials had been exhausted, and the acting mistress was awaiting the return of Mrs. Hobbs to abtain a fresh supply.

I confidently hope to be able to report a considerable improvement in both departments of the children's school at my next inspection.

SCHOOL OF 2ND BATTALION RIFLE BRIGADE, STATIONED AT MEERUT, INSPECTED 11TH NOVEMBER 1864.

Accommodation.

The school house is on the standard plan for India, and is sufficiently commodious for the number of scholars attending, though as it was found too small for the previous regiment, estimates for a larger building had been submitted for sanction. It is well provided with suitable desks and apparatus.

Adults. Attendance of non-commissioned officers.

Attendance, &c.—The non-commissioned officers are required to attend school until able to pass an examination in arithmetic, as far as fractions, practice, and proportion, to read, write, and spell from dictation well, and to compose a letter on any ordinary subject. A standard is also laid down to be attained before promotion to each rank, but this rule does not appear to be universally carried out. The privates attend voluntarily, with the exception of a few lads of the band and drummers. No non-commissioned officer had up to the period of my visit been dismissed as qualified by the present schoolmaster.

On the day of my visit, 22 non-commissioned officers and 20 privates were present. The lower classes of privates attended at a separate hour from the non-commissioned officers. It will be observed that instruction is given in reading, writing, dictation, and arithmetic only.

Non-commissioned officers and privates. Class I.

Class I., present 12 non-commissioned officers and one private.—The dictation of this class was generally very fair, that of two or three quite correct; the writing was also generally neat, but that of one or two only, free. They are accustomed to write with lines, and would doubtless gain greater freedom by the discontinuance of this aid. In arithmetic the class is generally well advanced in fractions and proportion. A really difficult proportion sum was worked promptly and accurately by the majority, and their answers to questions showed that they had been well instructed in the principles of the rules.

Class II.

Class II., five non-commissioned officers present.—These worked miscellaneous questions in the compound rules, of which they showed an intelligent knowledge. They also wrote English history very fairly from dictation, and were able to read freely.

Class III.

Class III., five non-commissioned officers present.—These were working long division (compound), and making fair progress. Their writing was generally neat, and they were also practised in dictation.

Privates.—Class III., 14 present.—Of these about half were able to read English history freely, with intelligent comprehension of the meaning,

the remainder, excepting two, also read fairly. The writing generally was neat and improving, that of three being only tolerable. In arithmetic they had worked as far as compound multiplication, and they were practised in easy dictation.

Class IV. Class IV., five present.—These had been attending only three or four months, and three of them knew nothing when they joined. They had made good progress. All read the first book fairly, and three really well. In arithmetic they had a fair understanding of addition and subtraction. They wrote the larger copies fairly, one or two not quite so neatly as could be wished. They were able to write easy sentences from dictation.

There was a manifest desire to improve amongst all these men, and the teachers were painstaking and intelligent. On the whole I was satisfied with the working of the adult's school.

Hindustani class. Five men were attending the Hindustani class. These had been learning between two and three years, and were translating the Bagh o' Bahar and Baital Pachesi, also rendering into Hindustani English passages, some from Forbes' Manual and others from the Arabian Nights' Entertainments. I had not the opportunity of seeing the moonshi at work with the class, but the schoolmaster reports that he is not considered a very competent teacher, and that steps are being taken to procure the services of another person.

Children. Class II. The children of Class III. were intelligent, but not advanced. One boy and one girl wrote small hand well, and very correctly from dictation. The remainder wrote fairly, but were less accurate in their spelling. In arithmetic they were instructed collectively to compound multiplication, of which they had generally a very fair comprehension, and were also regularly practised in mental calculations up to the same point. One boy and one girl read with fluency and much intelligence, the remainder fairly, with exception of one young boy. They were instructed in scripture and English history, geography and grammar, but had not advanced far on either subject, and the answers were from two or three of the class only.

Class IV. In Class IV. were two girls of 12 and 7 years, and a boy of 10. The eldest girl, though backward for her age, was not wanting in intelligence, and I was pleased with the correctness of expression with which both these girls read from the simple truths. They spell also very fairly, and were accustomed to transcribe on slates. In arithmetic they were backward, being advanced only to subtraction, but on the whole were progressing and evidently carefully instructed.

I wished to see greater independence amongst the children of Class III. in their knowledge of geography, grammar, and history, but otherwise I was satisfied with the state of the school.

No infant or industrial school working. No infant or industrial school was working on account of the sickness of the acting schoolmistress, and her consequent absence during this and the previous month, and a part of September. I recommended that the infants should attend the general school, and be taught by one of the soldier assistants. A trained schoolmistress will shortly be supplied to this regiment.

App. II. No. 6

School of 1st Battalion, 20th Regiment, stationed at Roorkee, Inspected on the 14th and 15th November 1864.

Accommodation, &c.

The school is amply accommodated in a large barrack, conveniently fitted up with suitable desks and apparatus. The girls' and infant department is held in a separate room, adjoining the schoolmistress's quarters. There is a deficiency of reading books and arithmetics, indents for which have, however, been passed.

Adults. Attendance of non-commissioned officers.

Attendance, &c.—The non-commissioned officers are required to attend school until they shall have attained the following standard:—Ability to read and write well, to spell correctly from dictation, to have a good knowledge of Colenso's arithmetic, particularly the elementary rules, proportion, and fractions. History, geography, and grammar are not insisted on. The privates are required to attend till they are able to read the first part English history, write small hand from copies, and work the first four rules of arithmetic.

All the non-commissioned officers in the regiment have passed through the school, or are now on its books. Since the system was instituted in July 1859, 82 non-commissioned officers have been dismissed as qualified. Of the 95 non-commissioned officers now atttending, (with the left wing as well as head-quarters) 24 are over two years standing, the remainder under.

Attendance of privates.

The number of privates originally ordered to attend school in July 1860 was 275, which, with 171 since ordered, makes a total of 446 men originally unable to read and write, who with exception of the 62 still undismissed (including those with left wing) have received instruction in the school up to the point above named; 19 men of those originally ordered to school are still on its rolls as not having reached the required standard, but several of these whom I saw are now making progress, which will soon fit them for dismissal. A very few appear through their own inattention and wilfulness to have benefited little or nothing by the instruction given them. The above results may it is conceived be deemed on the whole very satisfactory, as I have every reason to believe that the standards laid down are strictly adhered to.

Non-commissioned officers and privates. Class II.

Class II. is divided into two sections. The first, of which 14 were present, consists chiefly of non-commissioned officers approaching the standard required for dismissal. These appeared to me on the whole highly intelligent, they were working the highest rules of arithmetic from Colenso's book, and had a good comprehension of what they were doing. Several were also beginning algebra. They all wrote freely, several well, and were able to spell most ordinary words correctly. They had read the school histories, and had a *general* knowledge of the outlines. Some men were accustomed to write abstracts of portions of history. They had received some instruction in geography and grammar, and I was able to obtain answers from the class at large to most questions which I put, but the individual knowledge shown by the majority was not great. The second section (8 present) contained a large proportion of privates. Nearly the same subjects were studied as in the first. The writing and dictation were inferior, as a whole, though the writing of three I considered good, and the dictation of the same number was nearly free from errors. The practice of writing entirely from dictation seemed to have produced a slovenly style among some of these men. The reading was generally good, and the answers to questions intelligent. In arithmetic they were working miscellaneous examples in the compound rules, and some fractions, and were progressing favourably. They received instruction in geography and grammar, but I had not an opportunity of examining them.

Class III., first section (17 present), were advancing well in reading, and writing from dictation, but the writing itself of many was not so neat as could be desired. In arithmetic they were working reduction, and were able to perform readily a sum in compound division. The second section (13 present) consisted almost entirely of men who having formerly attended compulsorily are now voluntarily continuing their studies. Many men of the upper section were of the same description. Several, moreover, (and the fact is, I consider, much to their credit,) had joined the regiment only a few months, then wholly unable to read and write, and had during the period of their instruction drill (in which they are exempted from school) attended the classes voluntarily, and qualified themselves up to the standard required for dismissal, so that they had never been on the rolls as compulsory scholars. The attainments of the scholars of this section varied a good deal. Some reading the English history, and writing small hand very fairly indeed, others with more difficulty. In arithmetic they were working miscellaneous examples in simple rules and easy compound sums. All seemed earnest and anxious to improve. Class III. Sect. 1. Sect. 2.

Class IV. consists of men attending by order who have not reached the required standard. They attend at a separate hour from the non-commissioned officers and voluntary scholars. The class is divided into four sections, of whom were present, respectively :—first section, seven ; second section, five; third section, eight; fourth second, eight; total, 28. The most advanced, all young soldiers attending from two to eight months, were reading the more difficult parts of the second reading book freely, writing text and small hand, some fairly, others not so well, and advancing to multiplication and division in arithmetic; the lowest section were reading words of three and four letters, writing small words in large hand, and doing easy sums in addition. Most of these had been attending two or three months only, and were making fair progress; but three present who had been attending from two to four years were unable to read the easiest words without hesitation and blundering. In all the sections the younger soldiers were generally doing well, the least intelligent being those few who had been long on the rolls. Class IV.

Throughout the adults' school I considered there was evidence of general and steady improvement, the branch least satisfactorily pursued being the writing, in which I believe more frequent copying of head lines in the upper classes, and greater watchfulness on the part of the teachers in all, to point out badly formed letters, and check a hurried careless style, would result in material improvement. General remarks.

Children.—The boys attending the male department were 11 in number, of whom only four belonged to the regiment, the remainder being children of soldiers in the station. They were of ages varying from 12 to 5, and could hardly be said to be classified or capable of classification. With exception of four they were of age and attainments little beyond those found in an ordinary infant school. The variety of age and the fact that most of them had been for a few months only in the school, rendered it difficult for me to estimate the result of the instruction they had received. The four senior boys appeared to be getting on well in reading, and spelling from dictation, but the writing was much less neat than I could desire. In arithmetic one boy was very fairly advanced in fractions, and another beginning them; two others were working the compound rules, but as I considered without a very intelligent knowledge of them. The four senior boys had received instruction in geography, and in scripture, and in English history, and were able to answer simple questions on the two latter fairly, but had little acquaintance with the outlines of geography. The younger children were progressing favourably in the simple subjects they were studying. Boys.

App. I. No. 6.

Female and infant school.

Female and Infant Department.—This is a very small school containing two grown girls only, and four infants. The eldest girl was 12, the second 10. These received instruction in reading, writing, dictation, and arithmetic, and had professedly been taught some geography and grammar, but they knew little of these subjects, the geography having been taught without a map. Both girls read well. The eldest was intelligent, and wrote and spelt well. She had advanced to compound multiplication, which she understood sufficiently to be pushed forward. The second girl was more backward in all these subjects. These girls received no instruction in scripture either in the school or from the chaplain, which was, I thought, to be regretted. The infants, consisting of two boys of seven and six years, and two girls of the latter age, were able to read easy words fairly, and had begun to write in books, and perform simple calculations mentally. The elder girls attend in the evening for instruction in needlework, bringing articles of their own to be made up or repaired. The schoolmistress appears competent, and to have paid proper attention to her duties.

Instruction in needlework.

Hindustani class.

Hindustani Class.—There are six scholars attending this class. One of these, a serjeant, is very well advanced, having passed the Hindustani examination. Two corporals and a private, who have been attending from four to six months, are translating tales in the Oordoo character, and two privates are learning the language colloquially. The moonshi is a man of considerable attainments, speaking English, and well qualified as an instructor. But few men have sufficient perseverance to attend the class long enough to attain a useful knowledge of the language.

SCHOOL OF 94TH REGIMENT, STATIONED AT KUSSOWLEE, INSPECTED ON 19TH DECEMBER 1864.

Accommodation.

This school house is small for a full regiment, accommodating about 80 scholars, but is sufficiently large for the small portion of the regiment which has latterly been located with the head quarters in the station. It is provided with barrack tables only. There is a fair supply of the books and materials heretofore authorized for schools in India, but the means of instruction will be considerably increased when the books used in England, which have been sanctioned, shall arrive.

Adults. Non-commissioned officers.

Attendance.—The non-commissioned officers have been required to attend school until qualified in reading, writing from dictation, and arithmetic as far as a thorough knowledge of vulgar fractions and proportion. Four non-commissioned officers have been dismissed by the present schoolmaster as having reached the above standard. Out of the 18 non-commissioned officers now on the school rolls, seven have been attending two years or upwards, and some of these as long as four years. A new graduated scale of qualifications has now been laid down for each rank, ranging from ability to read and write from dictation fairly and to work the compound rules in arithmetic, for lance corporals; to ability to read and write from dictation well and correctly, and to work vulgar and decimal fractions for colour serjeants. Any non-commissioned officer when qualified for the rank next above that which he holds, is to be exempted from compulsory attendance at school. This arrangement will, I consider, give greater inducement to the non-commissioned officers to advance themselves, and prevent the discouragement attendant on a prolonged compulsory attendance. The young private soldiers have heretofore attended until qualified, up to nearly the same point as that above first mentioned for non-commissioned officers. Six privates have been dismissed as so far qualified by Schoolmaster De Winter. About

Young private soldiers.

one-fourth of the 79 privates now attending by order have been from two to five years on the school rolls. A lower standard has now been fixed for these men, viz., ability to read and write fairly, and to understand thoroughly the simple rules of arithmetic. As both non-commissioned officers and privates receive, in addition, instruction in geography, grammar, and history, the standards now laid down appear to me suitable ones, and I have no doubt that under these arrangements the number of voluntary scholars will considerably increase.

Band and drummers.

Of the band and drummers 16 were present, including the only two male children present with head quarters. These were divided into three classes. The highest, reckoned with Class III. of adults, contained six enlisted lads and one child of 10 years. These wrote copies from Nos. 7 and 8 of McLeod's series, and the style of their writing was highly creditable to the schoolmaster, the improvement shown by each being very great. All bid fair to become very good writers. The dictation also from English history was very fair indeed. In arithmetic, three, including the child, were advanced to decimals. Two were working miscellaneous examples in fractions, the other two proportion.

All were doing well, and the most advanced had a really good knowledge of arithmetic. They received instruction in geography and grammar; in the former they were able to answer questions readily on the map of Europe, and had some knowledge of the particular countries. With grammar, their acquaintance was more desultory.

Of the 2nd class, reckoned as Class IV., section 1, six were present, including one child of nine years. These were also writing small hand and improving steadily, though some, having been but a short time in the school, had not fully corrected a slovenly style which they had previously acquired. They too wrote from simple dictation. All were able to read very fairly and with tolerable intelligence. In arithmetic they were working various examples in the compound rules.

In the lower section of this class were four lads reading the second reading book, writing large and round hand with manifest improvement, and working sums in simple multiplication. I was on the whole much satisfied with the state of these classes. The two children attended also the adult school.

Non-commissioned officers and privates. Class III.

Non-commissioned officers and privates. Of Class III. five privates were present, one of whom was attending voluntarily, the others by order. Of the latter, three had been but a few months in the school, one for several years. The dictation of three was nearly correct, that of the other two fair. The writing of all, but the one longest in the school, was satisfactory. In arithmetic two were working fractions, one proportion, and two the compound rules. I found them generally to have an intelligent comprehension of the rules they were studying. They had a little, but not very intimate acquaintance with the outlines of geography and grammar.

Class IV. Sect. 1.

Of Class IV., sect. 1, 12 were present, two of whom were non-commissioned officers, and one a voluntary scholar, four had been attending two years and upwards, the remainder from six to eight months. The whole of these excepting two were able to read English history very fairly, and the majority to understand the portions read. Some few read too mechanically. I obtained some answers to questions on the history preceding the period on which they were engaged (reign of Elizabeth), but the knowledge shown was not very connected. The writing of four was satisfactory, and of all but three fair. They were gradually getting out of bad styles previously acquired. The dictation of one corporal was good and of four privates very fair, that of the remainder tolerable. In arithmetic the attainments of this section varied

App. II. No. 6.

considerably, two privates being in the simple rules, one in proportion, the remainder in the compound rules.

Sect. 2. Of section 2, one corporal and six privates were present. One of the latter had been a considerable time on the school rolls, the others from three to six months. The latter, who knew nothing when they entered the school, were making rapid progress. They read the second reading book very fairly, wrote the larger hands, and were in the simple rules of arithmetic.

Sect. 3. Of the lowest section, four privates were present. One who had been on the school rolls about five years had made little progress, being able to read easy words, and write large hand but indifferently. The remainder had been only a few months attending and were advancing fairly.

General opinion. On the whole I considered that there were evidences of general improvement on the part of these scholars, particularly the young hands testifying to energy and care on the part of the schoolmaster. The two senior assistants appeared active and intelligent.

Hindustani class. Hindustani class.—This class was doing little or nothing. One man and two grown children only were attending, and these were making little progress. I found them incapable of translating the easy sentences they were reading. The moonshi I considered incompetent, not able to afford any material assistance to the scholars in translating or understanding the construction of sentences. It is, however, rarely that a tolerable moonshi can be obtained in this little hill station.

Infant school. Infant school.—This was at the period of my visit small, numbering only nine; though during the hot season it had embraced over 20 infants belonging to the regiment and convalescent depôt. All were present on the day of my inspection. Four boys and one girl, all between six and seven years of age, formed the first section. These read very fairly from the first reading book, and were able to answer questions intelligently. They also wrote small words on their slates very fairly for their ages, and were practised in counting and easy calculations. They received oral instruction in scripture with the aid of picture cards, and lessons on simple natural objects and the broad outlines of geography, in all of which they appeared to take great interest, answering for their ages sharply and correctly. The remaining infants of four and five years were learning to read and spell words of one syllable. Mrs. Boddy had evidently paid much attention to the whole.

Industrial school. The industrial school had been conducted with efficiency during the season, and had numbered as many as 27. 13 were attending at the time of my visit, including four grown girls of the convalescent depôt, who were instructed by Mrs. Boddy in needlework only. Most of the elder children had during the season made dresses for themselves, which had been afterwards presented to them by the officer commanding. Some of the girls had these dresses on at my visit. The work in hand consisted entirely of plain sewing, which was generally neatly done; the elder girls being taught to put together the work for dresses. The little boys also learned to sew and knit.

F. W. Dunn, Captain,
Superintendent of Army Schools in Bengal.

APPENDIX III.—No. 7.

APP. III No. 7.

From the Adjutant-General, Bombay Army.

No. 4185. Adjutant-General's Office,
SIR, Head Quarters, Poona, 4th July 1865.

I AM directed by the Major-General Commanding the Forces in this Presidency to forward the accompanying report on the schools of the European regiments and batteries serving in the command.

I have, &c.
T. STOCK, Lieut.-Colonel,
Adjutant-General, Bombay Army.

The Secretary to the Council of Military Education.

No. 161.
SIR, Poona, 23 June, 1865.

IN compliance with the instructions contained in your letter dated the 18th April, received last month, I have the honour to forward my second report on the schools of this Presidency for the information of the Council. All the schools were inspected before the 31st March, with the exception of those in the Poona brigade.

2. I will report as before on each regiment separately commencing with that at Bombay.

HER MAJESTY'S 45th FOOT.

This regiment relieved the 28th Foot which went home towards the end of 1864. My first visit to the school was made in November just after disembarkation, but as they had hardly had time to settle down, I again visited it in February of this year. Bombay.

3. The reading of the men of the first class was pretty good, about one half of them could work vulgar fractions well and the other half proportion. None had any knowledge of English grammar. The reading of the second class was not good and they seemed hardly equal to so high a class. The reading and writing from dictation of the 3rd class were both very unequal, some read and wrote well, others badly. The attendance of the men in Bombay is so irregular that it takes the schoolmaster a long time to classify them and ofttimes the attainments vary so much as to render it an extremely difficult task to allot the men to the various classes. The men in the 4th class were learning to read and write. In writing from dictation, the average number of errors in spelling in the 1st class were three each, and in the 2nd class six each.

4. No lectures had then been delivered, and there was no magic-lantern in the regiment but an object lesson had been given to the children once a week. I have since forwarded a box of chemicals for the use of the schoolmaster, which I hope will prove useful for the amusement and instruction of the men.

5. The schoolmaster's assistants were all new men, and did not appear efficient.

6. The children's school numbered 15 exclusive of band-boys but only six of them belonged to the regiment. Those in the 2nd class read pretty well, and generally understood the meaning of the words, but had only just commenced to parse. They were well acquainted with the geography of England, and worked fractions very well. The writing from dictation in the first division was very good, in the second division indifferent. The industrial class assembled for two hours daily. Instruction had been given in vocal music, and the class seemed a promising one. A wing of the regiment is stationed at Nusseerabad.

App. III. No. 7. Belgaum.

HER MAJESTY'S 44TH FOOT.

7. The standard of education in the 3rd and 4th classes of this school was very low, those of the former class excelled most in writing in copy books. Nor can I say much in favour of the 2nd class, which consisted of 35 men. Their reading was not good, nor did they seem to understand what they read. In writing from dictation they made on an average eight mistakes each in spelling, and only 5 out of 31 spelled the word "pleasant" correctly. In grammar they could distinguish the parts of speech, but no more:—possessed a fair knowledge of the geography of Europe and worked vulgar fractions well.

The first class was very much better. They acquitted themselves very well in reading, parsing, arithmetic, and mathematical and general geography. Their handwriting as shown in that which they wrote from dictation was only passable, and each man had on an average three errors in spelling.

Girls' school.

8. The first class of girls had eight members, whose ages varied from 7 to 12 years. They exhibited a very fair degree of proficiency in reading, spelling and parsing (to a limited extent), but I was not pleased with their knowledge of geography. This and 2nd class were examined together in scripture history, and answered fairly. About 8 girls had left the school subsequently to my last inspection, and had either married or entered situations; also nine little boys had been promoted from the schoolmistress's school, to that of the schoolmaster.

Boys' school.

9. The subjects of examination of the boy's school, and the degree of proficiency exhibited were as follows:—

1st Class.—Nine boys. Ages from 12 to 17 years.

Reading and Parsing.—Of one half good, of the rest indifferent.

Arithmetic.—(Vulgar fractions and compound proportion.) Very good.

Writing from dictation.—Of one half, good, but the handwriting of almost all, indifferent.

Geography of India.—Knowledge slight.

Euclid.—(Definitions and 13 Prop. I. book), inaccurate.

The schoolmaster read aloud a story, which they afterwards wrote out from memory very fairly. The two boys mentioned in my last report together with one other (Feddin) exhibited a few plans of a survey of part of the camp which they had plotted very neatly. There were eight in the 2nd class, their attainments were very limited.

10. I was glad to find that a singing class had been established for the children since my former inspection, and that a night school had been formed for the men, at which 17 attended voluntarily for one hour and were making good progress. I may mention here that in order to encourage the formation of evening classes the government have promised to supply an American or other suitable lamp, with oil and wicks, for every four men, if 45 men out of a whole regiment of infantry, or 25 from a cavalry regiment, or 20 from the wing of a regiment or headquarters of a brigade of artillery are willing to attend.

11. The assistants in the schools of this regiment are the best I have ever seen.

E. BATTERY 18TH BRIGADE R.A.

Belgaum.

12. The school of this battery was closed during my visit to Belgaum, consequent upon the absence of the acting schoolmaster at the annual ball practice of his regiment (44th). This battery school together with that of the 3rd battery 21st brigade (now at Aden) was under the charge of 4th class schoolmaster Bale, who, however subsequently to my last inspection was dismissed from the Department for misconduct. The average daily attendance at the school was 22.

NORTHERN DIVISION.—G. BATTERY, 18TH BRIGADE, R.A. APP. III No. 7.

13. During the tour of 1863–4, the adult school of this battery was not inspected owing to the men's absence on duty, but this time it came under inspection with the rest. After the despatch of my last report Schoolmaster Hambley, who was then in charge, died; but after an interval of a few months, during which a non-commissioned officer officiated as schoolmaster, a corporal of the battery who had been sent to the Central Military School, Poona, for training, was appointed an acting schoolmaster in Hambley's place. He is an intelligent man, and gives satisfaction. Baroda.

14. The names of 21 non-commissioned officers and gunners were borne upon the books, two-thirds of whom habitually attended. The children (15 in number) attended in the same proportion. On the day of inspection of the adult school, only eight were present. They for the most part read well, wrote fairly from dictation, and a moiety worked simple proportion. The children had been well taught, and answered to my satisfaction. Their scriptural knowledge, however, was rather defective.

HEAD-QUARTERS, 14TH BRIGADE, R.A.

15. The adult school did not come under inspection during my former tour, and I was, therefore, glad on this occasion to be able to examine it. The names of seven serjeants, six corporals, fifteen bombardiers, two gunners, five boys, and five girls were on the books; but the non-commissioned officers do not attend more than four or five days a month, the rest of the time being set apart for instruction in professional duties. It might reasonably be expected from this that their knowledge would be slight, but this did not prove the case. I do not think that I have seen any other battery school in which the men were *generally* so well up. Ahmedabad.

16. At the time of inspection 15 non-commissioned officers were present, all of whom could read, some very well, others not quite so well; all answered well to the questions put on the subject of what they had been reading. They had a very creditable knowledge of the geography of Europe, and of mathematical geography, and most of them wrote exceedingly well from dictation. They had a *slight* knowledge of the elementary part of field fortification.

17. There was only one child at head-quarters belonging to the battery, though three others were attending the school. There was a manifest improvement upon last year, however.

18. The library (which is fairly supplied with books), and reading-room are in the same building with the schoolroom, but are very little frequented on account of their distance from the lines; this also I was given to understand, is the great hindrance to the establishment of a night school.

H.M.'s 56TH REGIMENT.

19. On an average 59 men daily attended the school during the year, out of the average of 136 borne upon the books. The number of children averaged 20. Deesa.

F. BATTERY, 14TH BRIGADE, R.A.

20. Four reports were received from this battery (commencing from September). The school is in the charge of a corporal of the battery, who is moderately well qualified. The average adult attendance was 14; and of children, 4. Deesa.

App. III. No. 7.

Mhow.

MHOW DIVISION.—HEAD-QUARTERS, 21ST BRIGADE, R.A.

21. The remarks which I made in the last report on the want of proper school accommodation are, I regret to say, still applicable. It is at any time hard to have a large school in a brigade or battery of artillery, but I have no doubt that the lack of a schoolroom keeps away some of the few who would otherwise attend. It is also very hard upon the schoolmaster, who has to hold schools in two different parts of camp, and those at some distance apart. I found that the men attended mostly in the evening, though one battery being far from the lines not more than two men belonging to it were able to go to school. The detachment at Indore (14 miles from Mhow) had also drawn away several school members. Ten men were present voluntarily in a very confined and close bomb-proof building, and were equally divided into two classes. The first class worked some sums in fractions and simple proportion, and wrote indifferently from dictation. The errors in the writing from dictation in the second class were, 0, 15, 2, 18, 7, or an average of 8 each. They were learning to read, write, and cypher.

22. Eight children assembled in a room in the quarters of the married men of the 103rd Foot, three of whom represented the first class. They read tolerably well, spelt well, knew a very little grammar, a very *little* of the geography of Europe, and wrote indifferently from dictation, having on an average seven mistakes each in spelling. The 2nd and 3rd classes combined only made up five children. They were very backward in reading, and one boy of nine years of age could not read at all. They were examined collectively in scripture history, only three could answer at all, the rest were as ignorant as they were last year.

6TH INNISKILLING DRAGOONS.

Mhow.

24. The attendance of adults at this school has been very unsatisfactory. The strength of the regiment is about 500, and yet in the month preceding my inspection, the average daily attendance of the men was only 16; and of the 15 non-commissioned officers whose attendance was *compulsory*, nine did not attend at all during January 1865, one only three times, two men twice, two only once, and one seven times. The first day of inspection only 14 men were present. Those of the lowest class were hardly able to read, and could do very little arithmetic. There were eight men in the third or highest class. Their writing from dictation was bad; the average number of mistakes in spelling was six. No man's was faultless, and one had 14 errors. They read very fairly, and two or three parsed accurately. I found that only two could work the rule of three, though all professed to know it, and some even to have worked decimal fractions. The second day 35 men assembled. The lowest classes were working arithmetic. I inspected the Hindustani class the same day; at that time there were only the names of four on the books, three of whom were present, but for three or four months as many as eight had sought instruction. One has passed the colloquial examination since my last inspection.

25. The children's school, however, impressed me very favourably. The first and second classes were examined collectively in the lives of the Patriarchs, and journeys of St. Paul, in which they acquitted themselves very well. They read *very well*, and showed that they understood what they read. The first class parsed one or two sentences in a very accurate manner; last year I had to report unfavourably of them in this respect, but this time it was all that could be desired. The second class parsed simple sentences very fairly. Both classes were backward in arithmetic. They repeated, in a very creditable manner, a ballad on "Edward the Black Prince," which was of considerable length. Most

of the children in the third class belonged to the Royal Artillery. About one-fourth read well, the rest indifferently, they did not spell well, but knew geography and the definitions of grammar very well. A boy named Macalroy displayed a good deal of intelligence. All three classes were quick at mental arithmetic, and in this also exhibited an improvement on last year's knowledge.

26. I was unable to visit the Scinde Division, and did not, therefore, inspect the schools there. Since my last report the 109th Regiment has relieved the wing of the 95th Regiment at Aden, and the A. Battery, 18th Brigade, R.A., at Hyderabad, has been relieved by the C. Battery from Kurrachee. The schoolmasters still continue to give satisfaction in every respect.

POONA DIVISION.—H.M.'s 3RD DRAGOON GUARDS.

27. Ever since my former inspection this school has been in charge of a private of the regiment, and it was so when I last inspected it, though since then a trained schoolmaster has joined from England. Ahmednuggur.

28. The number of men attending the school is large, but I regret to say that their attainments as well as those of the children are very low indeed. At the adult school in the morning there were about 40 present. According to the school report, the second class were working fractions, but when put to the test, I found that none present could work a fractional sum, and only one, simple rule of three. Their writing from dictation was fair, but that of the next class was *very bad*. I never saw words so grossly mis-spelt as they were by some of these. About 20 were present at the evening class which assembles from 6 to 8 o'clock, and at which attendance is voluntary. They were all writing in copy-books, and had attained to various degrees of proficiency. Some few could read well, others were just beginning to read Their voluntary attendance at school, and determined efforts to master the difficulties which an adult more especially finds in learning to read, were certainly very praiseworthy.

29. The following is the result of the examination of the children's school:—

2nd Class.—2 boys and 2 girls. Age from 16½ to 11½.—Reading, bad. Spelling, bad. Had no idea of geography of British Isles, and could not even tell of what country London is the capital. Grammar, bad. The school report stated that they were learning syntax and parsing, but they hardly knew the parts of speech. As a few specimens of their knowledge of geography I may mention that they said the Cape of Good Hope is in America or Russia; that Belgium is a town in England; and that the name of the small island at the south of England, near Southampton, is the *North Pole*.

3rd Class.—4 girls and 3 boys. Age from 12 to 7.—They read from a simple book fairly, but could answer only a very small per-centage of the easy questions I put bearing reference to what they had read. I combined with that a few questions on geography, arithmetic, and scripture, but with one or two exceptions, they displayed a vast amount of ignorance. Perhaps, on the whole, considering the difference of age, the children of this class were less ignorant than those of the preceding class, but that is all I can say in their favour.

30. This sad state of things is, of course, attributable to the absence of a trained schoolmaster, and to the neglect of duty on the part of the former schoolmaster, who, as I stated in my last report, was dismissed about two years ago. It is to be hoped there will soon be a marked improvement.

31. Five men at that time were learning Hindustani, but their knowledge was very slight. The books sent from England lately for Hindustani classes are almost useless.

App. III. No. 7.

B. Battery, E. Brigade, R.H.A.

Ahmednuggur.

32. At the time of my former tour of inspection, this Battery was at the head-quarters of the Brigade, Kirkee, but was afterwards removed to Ahmednuggur. Nothing but reading, writing, arithmetic, and a very little geography had been taught the men: some credit is due to a few men of the lowest class who read with tolerable accuracy, although they had only been a short time at school, and did not know their letters when they joined it. The attendance had been irregular, in the month preceding my visit, 10, and in the month before that, 11, was the maximum of days on which any man attended school.

33. The children too, had not attended regularly. Those in the 4th (lowest) class were backward, those in the third passed a very fair examination, *All* were ignorant of scripture history, and even the decalogue. No instruction had been given by the chaplain. About seven children were present at the industrial school, and three in the infant school.

B. Battery, 18th Brigade, R.A.

Sholapore.

34. This Battery is now at Baroda, and the men marched for that station the day before I arrived at Sholapore, so I was unable to see their school. Their attendance during the year, as well as that of the children was very regular. The children (17 in number) were questioned collectively on the New Testament history, but none of them displayed much knowledge of the subject. The first class read and parsed fairly, but were altogether ignorant of mathematical geography, and were hardly able to answer my questions on the geography of Europe or England. Their writing from dictation was good, and in copy-books, fair. The 2nd class did better than the 1st, and passed a fair examination. The industrial work exhibited was very good.

Her Majesty's 33rd Regiment.

Poona.

35. The adult attendance at this school has been most irregular, as will be seen from the following facts:—During the half-year ending 31st March 1865, there were 16 serjeants and 25 corporals who were not exempted from school attendance; of the former, 11 did not attend at all during the six months, three only once, one three times, one four times, &c., &c., and only two had an average *monthly* attendance exceeding 1·5. Again, of the corporals, not one came to school oftener than 23 times in the half year, which is only 3·83 times a month, and the majority less than twice. There were 96 privates professedly attending school during the six months noted above; of these, two came to school as often as six times a *month*, whilst 30 attended *less than twice a month*, and 30 *not at all*. The schoolmaster has, therefore, much to contend against in carrying on the school duties.

I found that the 3rd and 4th classes had been amalgamated, irregularity of attendance and lack of room rendering it impossible to keep them separate. They could read a little, and work a little arithmetic. Of the 2nd class, nine read well, six indifferently, and they knew a very little geography. A few wrote well in copy-books. The men in the 1st class could work double rule of three and fractions well, and knew a little of the geography of India; eight read very well, one fairly. It had been found impossible to teach grammar, they being so rarely present at school.

Children.

36. The 1st class consisted of two boys, of the age respectively of 15 and 13 years. They read well from English history, and passed a good examination on the events of Queen Anne's reign. They parsed indifferently. Their knowledge of geography was not very satisfactory. They wrote well from dictation—the two together had three errors. Six

boys in the 2nd class wrote from dictation, and made on an average three mistakes each. Their reading was fair. They possessed considerable acquaintance with the geography of the British Isles, and worked addition of vulgar fractions. They were tolerably well acquainted with the miracles of Christ. The 3rd class was composed of six girls, who read well, spelled pretty well, were well acquainted with the history of England up to the reign of Richard I., and wrote fairly from dictation. The 4th class knew the multiplication tables very well, and were learning to read. Singing had been taught to some extent as before. App. III. No. 7.

The small quantity of industrial work exhibited was good. Information concerning the library, &c., is given in Appendix A.

Her Majesty's 72nd Highlanders.

37. This regiment marched from Mhow at the beginning of the year, and is now broken up into detachments. At the time of my inspection there were only two companies at head-quarters, and only 13 or 14 men and six children attending school. The highest class was the 1st division of the 4th, which contained seven men. Their reading was very fair, and much above the average of 4th class men. The average number of errors in writing from dictation was 4½. They were working practice and the rule of three, and some two or three had a slight knowledge of the geography of the Bombay Presidency. The rest of the men (three) belonged to the 4th division of the 4th class. Poona.

38. The children had been very carefully and thoroughly instructed by the schoolmaster, whose mode of imparting instruction would seem to be most successful. They were examined at length on the events in the first year of our Lord's ministry, and on the Book of Judges. Their answers were exceedingly good. They had also an excellent knowledge of the geography of Palestine, and of English history from the Conquest to the reign of Richard II. It was evident that no pains had been spared in teaching them, and no point had been slurred over. They read well, but parsed badly, and possessed a fair knowledge of arithmetic. They made on an average 1¾ errors in spelling in writing from dictation.

39. Since my inspection in February 1864 the following certificates have been given :—

1st Class	- -	- 3
2nd „	- -	- 8
3rd „	- -	- 24
4th „	- -	- 22
	Total -	- 57

The number of men in the regiment unable to read is 32, and 53 are unable to write.

40. Twelve lectures (*vide* Appendix) were given during the year by the Rev. Mr. Paton, officers, and the schoolmaster, and eight of them were also delivered to the detachment at Indore. The numbers who attended each of the lectures averaged from 200 to 250. In addition to the above, 20 microscopical entertainments were given by Schoolmaster Fowler, which appeared to give great satisfaction. Each entertainment lasted about an hour and a half. The microscope and apparatus were purchased by Mr. Fowler himself, at a cast of 7*l.*

41. I should add that I inspected the school of the detachment of this regiment at Sattara, and found everything going on well. The 1st class of men passed a very creditable examination, but the children were not very well up. The reason was that they had just come from Mhow, and had forgotten a great deal during the long march. Sattara.

App. III. No. 7. Poona.

1st Battalion, 4th (King's Own) Regiment.

42. I was not so much pleased with this school as I was last year. The schoolmaster had been absent for two months just before my visit, and his *locum tenens* does not appear to have carried on the duties in the way the schoolmaster did, and consequently the children had forgotten a great deal of what they had already learned, without acquiring any further knowledge. The 1st class was examined in reading, parsing, geography of Asia, English history (reigns of George I. and II.). They had forgotten their parsing and history to a great extent, only one boy (Currie) being able to answer at all satisfactorily. They wrote out from memory various poems or parts of poems which they had learned at school; their handwriting and spelling were on the whole good. Several maps were shown me which had been drawn by the boys on a large scale, some of which presented a very good appearance.

The 2nd class of boys could read a little, knew a little of the geography of Europe, wrote fairly in copy-books, and worked the compound rules of arithmetic. The youngest boys were learning to read, &c.

The girls, as before, were in a separate room, and under the charge of the schoolmistress. The trained mistress, Mrs. MacMahon, went home a few months ago in consequence of ill-health, and has been succeeded by Mrs. Brookes, the wife of a private of the regiment. She appeared, so far as I could judge, fully competent to conduct the duties which fall to her, and is the best of the untrained schoolmistresses I have seen. Mrs. Phillips, her assistant, was not long ago a pupil herself, and she too is said to perform her duties well. I thought the girls of the 1st class did not read as well as they should (their ages varying from 11 to 14), and, indeed, their knowledge of all the subjects under instruction was rather limited. The girls of the 2nd class read fairly, and spelled with *tolerable* accuracy. Both classes were examined together in Old Testament history, and acquitted themselves pretty well. The industrial work was exhibited, and seemed very good.

Both the boys' and girls' schools need a good deal of attention and energy in order to raise them to a higher standard of efficiency.

43. The men's school was about the same as those of other regiments. The 1st class, composed of 14 men and three band boys, read well for the most part, and worked arithmetic (proportion and vulgar fractions) well. They wrote from dictation, and had on an average $3\frac{3}{8}$ errors each in spelling. There were 24 men in the 2nd class. Their reading was by no means equal, that of some was bad, and of the rest fair; not more than one or two could be said to read well. They were working compound addition, subtraction, &c. The 3rd and 4th classes were, as usual, composed of men learning to read, &c. About six, however, of the former class had obtained the 3rd class certificate, and were attending voluntarily.

There is an evening class for those men who wish to attend, but at present very few avail themselves of the opportunity. Since my former inspection the school certificates issued are as follows:—

First Class - -	- 1
Second Class - -	- 17
Third Class - -	- 29
Total -	- 47

The total number of certificated men in the regiment is 237.

For information regarding lectures, &c., *vide* Appendix A.

SAPPERS AND MINERS. APP. III. No. 7.

44. This school, as I on a former occasion pointed out, is an important one, being the source from whence the Public Works Department is supplied with its overseers, &c. A large number of plans and designs was shown to me which had been executed by the men since my last inspection; they appeared to have been carefully drawn. I examined the men in writing from dictation, the average number of errors was nearly three (2·9) each. The majority of the papers were good, and the average was consequently swelled by the large amount of mistakes made by two or three. They, for the most part, worked vulgar and decimal fractions, and the mensuration of planes and solids, very well. They receive instruction daily in Hindustani for one hour, which forms an important and essential part of their studies. The moonshee is a good one. Most of the men could give an extemporaneous translation of an ordinary colloquial phrase very well. Since my last inspection 1st class Schoolmaster Keily has gone on two years' furlough in India, and has been replaced by 3rd class Schoolmaster Stewart, who, though unable to carry on the work as his predecessor did, yet does fairly. Poona.

HEAD-QUARTERS, E. BRIGADE, ROYAL HORSE ARTILLERY.

45. The attendance at this school is very irregular. At my inspection 21 men only are present, although there are five batteries at the station. These men represented the 2nd class, 3rd class, 1st section, and 3rd class, 2nd and 3rd sections. The three men in the 2nd class were working problems involving fractions, and appeared to manage them skilfully. They had three errors each in writing from dictation. They read very well, and had a fair idea of geography. The nine men in the 2nd section of the 3rd class read very fairly, wrote well from dictation (having only an average of two errors each), and could work simple proportion pretty well. The schoolmaster gave them a lesson in mathematical geography, and the answers elicited showed that they had some degree of knowledge of the subject. The rest of the men could read a little, and work the compound rules of arithmetic. Kirkee.

The assistants were efficient men, one of them having been for some time at the Poona Normal school.

The boys were formed into three classes, 2nd, 3rd, and 4th. Those in the highest class read pretty well, parsed badly, had a very little knowledge of geography, and wrote well from dictation. This class ought to have been *much* more forward than it was. The 3rd class read pretty well, and wrote well from dictation. The 4th class was elementary. The girls' school is still kept separate from that of the boys. The schoolmistress, Mrs. Collins, having some months ago been reported by the medical officer unfit for her duties, was relieved from duty, and is now awaiting the arrival of the reply to an application for pension; her successor is the wife of a man of the brigade. All the girls were exceedingly backward, and, I think I may say, knew nothing. Most of them were learning to read from cards, and the two eldest who professed to be able to read could hardly read at all. It is true that they are young, but still they are far behind what girls of their age should be. There was not much industrial work. I was told that it had been distributed.

47. The course of instruction at the Central Military School, Poona, was carried on for five months, and then terminated because the barracks were required for the troops. The greater part of the men obtained situations, however; some as schoolmasters, others in various departments; and six were transferred to the Sappers and Miners to go through further training for the Public Works Department.

APP. III. No. 7.

48. The average number of adults and children who attended school during the year is shown in Appendix B. The number of non-commissioned officers on the books was less, but their average attendance was greater, than in 1863; but the numbers and average attendance of the men exceeded those of 1863 by about 200. The attendance of the children was less by 32 than in 1863.

I have, &c.

G. A. JACOB, Lieut., Staff Corps,
Superintendent and Inspector Army Schools.

The Secretary to the Council
of Military Education, London.

A.

LIBRARIES AND LECTURES.

1st Battalion 4th Foot.

Poona. The library contains 1,300 works of various kinds, and 20 newspapers and periodicals are taken in. A club and reading room is established in one of the unoccupied barrack rooms. The room is divided into two by a temporary canvas wall; one-half is comfortably fitted up with coir matting, arm chairs, &c. as a reading room, in which there is a table set apart for soldiers to write their letters, &c., paper, envelopes, pens and ink being funished to subscribers.

In the other division of the room there are four bagatelle boards, draught, backgammon, and chess boards, dominoes, &c.; and in this portion of the club is the coffee-shop, at which tea, coffee, lemonade, soda water, fruit, bread, meat, tobacco, and other refreshments can be obtained.

33rd Foot.

Poona. There are 940 volumes in the library, for the support of which 370 members pay four annas (6*d.*) each a month. The reading room is kept open from 6 a.m. until tattoo in the evening, but books are not issued before 8.30 a.m., nor after 1 p.m. Refreshments are procurable in a small room near the reading room. There are two bagatelle boards, three backgammon and one chess board, four sets of draughts, three of dominoes, and one set of fox and geese. Bagatelle and backgammon are said to be the most popular games.

Twenty-two newspapers and periodicals are taken in for the reading room.

H.M.'s 44th Foot.

Belgaum. No lectures have been delivered since the 31st March 1864.

The library contains 1,393 volumes, and 101 bound periodicals; and 18 newspapers and 14 magazines are taken into the reading room. There are 386 subscribers to the above.

Games.

One large bagatelle board.
One small do.
Three sets of chessmen.
Three double sets of dominoes.
Two single do.
One race-course and horses complete.
Nine draught boards and men.
One solitaire board.

Coffee, ginger beer, biscuits, and cigars are obtainable daily from gun-fire in the morning until tattoo at night.

There is attached to the reading room an American bowling alley, which is open to the soldiers of the station from 8 a.m. until noon, and from 2 p.m. until tattoo, and to officers of the garrison at other hours. Its length is 98 feet, and breadth 19 feet, and it is covered with a tiled roof. Its construction cost the regiment rupees 1,446, or in English money about 146*l.*

45th Foot.

The following lectures have been delivered by the schoolmaster since the 31st March 1864.

1. Winds, } Illustrated by Diagrams.
2. Tides, }
3. British Possessions in the East.
4. Chemical Affinity, } Illustrated by
5. Specific Gravity and Oxygen, } experiments.

There are 415 books in the library, to which 23 officers, 15 non-commissioned officers, and 133 privates subscribe. The library committee is composed of the schoolmaster, as treasurer and president, the serjeant-major, and three non-commissioned officers and men from each company. Fifteen newspapers and periodicals are taken for the reading room. Soda-water and lemonade are provided for those who wish to partake of them.

72nd Highlanders.

Poona.

The lectures alluded to in the body of the repor are these :

1. John Leyden.
2. The Moslem Empire in Spain.
3. British Lighthouses.
4. Number One, and how to take care of him.
5. Mandoo (Ancient).
6. Mandoo (Modern).
7. A *reading* from Dickens.
8. Poetry of War.
9. Sir Walter Raleigh.
10. The Military System of the Romans.
11. Books, how to read, what to read, and when to read.

The regiment is now divided into four parts, which are stationed at Poona, Asseergurh, Khandalla, and Sattara. A reading room and the means of playing various games exist in each of the above stations.

The total number of books in the four libraries is 980. The library is in the main self-supporting, but occasional grants are made from the canteen fund. The entrance fee is one rupee, and a monthly subscription, varying according to rank, is also paid by the members. Fifteen newspapers and periodicals are taken for the library; in some cases four copies of each, in others two copies of each are supplied.

The games in use are bagatelle, backgammon, chess, draughts, solitaire, and skittles.

The usual refreshments are at hand for any who wish for them. The number of subscribers to the library is 480, or rather more than two-thirds of the entire regiment.

103rd Foot.

Mhow.

The schoolmaster has not delivered any lectures, but when exhibiting the magic lantern explanatory remarks were offered by a private soldier.

The library contains 741 books, and has 621 subscribers. The newspapers and periodicals taken in are,—Illustrated London News, Illustrated London Times, Punch, Home News, Naval and Military Gazette, Bell's Life, Freeman's Journal, Glasgow Saturday Post, Weekly Dispatch, United Service Gazette, Times of India, Deccan Herald, Poona Observer, Reynolds' Miscellany, Once a Week, All the Year Round, London Journal, London Society, Temple Bar, Blackwood's and Fraser's Magazines, and Chambers' Journal. The games played are the same as in other corps.

B.

Average Attendance at Army Schools in the Bombay Presidency for the Year ending 31st December 1864.—Poona, 21st June 1865.

No.	Corps.	No. of Months taken.	On School Books.			Average Daily Attendance.			Average No. of Hours weekly for Privates.	On School Books.			Industrial School.		Remarks.
			Non-commissioned Officers.	Privates.	Total.	Non-commissioned Officers.	Privates.	Total.		Boys.	Girls.	Total.	Boys.	Girls.	
1	Central Military School	7	9·10	19·80	28·90	8·70	18·30	27·00	30·00	—	—	—	—	—	
„	Head-quarters, E Brig. R.H.A.	12	33·08	91·40	124·48	7·46	24·33	31·79	2·06	30·83	35·50	66·33	10·50	35·58	
„	A Battery „ „	12	16·16	42·75	58·91	8·41	23·91	32·32	4·37	5·08	4·75	9·83	3·25	4·16	
„	D Battery „ „	6	4·38	26·66	31·04	1·84	13·53	15·37	4·52	7·00	5·00	12·00	3·50	5·00	
5	Head-quarters, 14th Brig. R.A.	11	24·45	4·45	28·90	11·90	0·63	12·53	3·10	6·72	7·72	14·45	—	6·54	
„	F Battery „	4	17·00	36·50	53·50	7·25	6·75	14·00	7·25	3·00	1·00	4·00	—	—	
„	Head-quarters, 18th Brig. „	12	10·45	26·58	37·03	6·45	14·18	20·63	10·40	14·25	12·25	26·50	4·75	12·25	
„	A Battery „ „	11	19·90	44·20	64·10	7·80	18·60	26·40	5·00	6·60	7·00	13·60	—	7·00	
„	B „ „ „	12	13·66	19·75	33·41	8·12	11·72	19·84	4·20	9·91	14·08	24·00	0·33	10·66	
10	D „ „ „	12	0·75	26·25	27·00	0·50	11·09	11·59	4·13	6·33	5·41	11·75	—	—	
„	E „ „ „	12	19·25	36·75	56·00	8·27	14·56	22·83	5·54	8·33	3·16	12·00	—	3·33	
„	G „ „ „	10	14·12	11·75	25·87	8·98	6·02	15·00	2·85	11·00	4·90	15·90	—	4·10	
„	Head-quarters, 21st Brig. „	12	17·80	23·50	41·30	6·10	9·40	15·50	2·77	15·20	13·90	29·10	1·20	13·30	
„	Detachment Royal Artillery, Aden	10	15·40	26·40	41·80	5·04	15·02	20·07	4·08	6·80	7·70	14·50	—	—	
15	H.M.'s 3rd Dragoons	12	41·66	148·25	189·92	26·05	69·36	95·42	7·57	23·33	15·16	38·50	1·08	19·91	
„	H.M.'s 6th „	12	4·25	46·91	51·16	1·52	16·15	17·67	1·83	14·41	9·50	23·91	6·58	9·50	
„	1 Bat. 4th (King's Own) Regt.	12	26·91	155·58	182·50	2·40	50·53	52·93	2·41	34·66	24·66	59·33	11·66	24·58	
„	H.M.'s 28th regiment	10	4·70	92·00	96·70	0·11	16·80	16·91	2·50	20·50	22·30	42·80	—	20·70	
„	H.M.'s 33rd „	12	59·83	76·58	136·41	9·08	24·25	33·33	3·00	37·25	33·16	70·41	17·08	35·50	
20	H.M.'s 44th „	12	39·50	164·83	204·33	15·31	78·12	93·43	5·25	36·75	33·18	69·91	12·25	33·08	
„	H.M.'s 45th „	2	16·50	187·50	204·00	8·43	96·22	104·65	4·41	16·00	13·00	29·00	8·00	12·50	
„	H.M.'s 56th „	12	32·08	104·33	136·41	11·33	47·91	59·24	5·66	10·33	10·00	20·33	7·33	8·91	
„	H.M.'s 72nd „	12	44·25	129·25	173·50	21·50	54·08	75·58	4·04	13·16	9·66	22·83	2·75	8·83	
„	H.M.'s 95th „	12	39·83	124·50	164·33	4·09	53·61	57·70	5·24	24·66	19·58	44·25	7·25	17·16	
25	H.M.'s 103rd „	12	21·50	197·50	219·00	2·21	54·92	57·13	4·07	25·50	20·33	55·30	5·33	15·75	
„	H.M.'s 106th „	10	33·90	68·70	102·60	7·00	18·50	25·50	3·00	22·75	16·00	38·75	1·41	15·41	
„	H.M.'s 109th „	12	40·08	220·58	260·66	4·45	83·15	87·60	2·57	27·33	15·25	42·58	—	13·75	
„	Bombay Sappers	12	26·25	—	26·25	18·80	—	18·80	21·66	—	—	—	—	—	
„	Kurrachee Depôt	11	2·00	—	2·00	1·00	—	—	1·00	7·77	6·36	14·13	—	—	
30	Poorundhur Sanatarium	10	0·80	4·20	5·00	0·80	3·00	3·80	10·30	9·20	3·60	12·80	—	—	
		—	649·54	2157·45	2807·01	230·9	855·2	1086·2	—	455·16	383·61	838·79	101·25	337·50	

C.

Average Attendance at Army Schools in the Bombay Presidency for the Quarter ending 31st March 1865.—Poona, 21st June 1865.

No.	Corps.	On School Books.			Average Daily Attendance.			Average No. of Hours weekly for Privates.	On School Books.			Industrial School.		Remarks.
		Non-commissioned Officers.	Privates.	Total.	Non-commissioned Officers.	Privates.	Total.		Boys.	Girls.	Total.	Boys.	Girls.	
1	Head-quarters, E. Brig. R.H.A.	28·3	55·3	83·6	4·9	17·3	22·2	2·6	33·6	27·6	61·2	11·6	27·6	
„	A. Battery „ „	17·0	29·0	46·0	8·4	14·8	23·2	4·1	5·6	6·0	11·6	5·3	5·6	
„	B. Battery „ „	13·0	29·6	42·0	0·7	13·4	14·1	3·4	10·0	13·0	23·0	3·5	13·0	
„	Head-quarters, 14th Brig. R.A.	19·0	7·0	26·0	9·0	-	9·0	4·0	6·6	5·6	12·2	-	-	
5	F. Battery „ „	17·0	37·0	54·0	7·0	9·3	16·3	6·6	1·0	2·0	3·0	-	-	
„	Head-quarters, 18th Brig. R.A.	21·0	45·3	66·3	9·1	15·3	24·4	8·0	24·3	10·3	34·6	2·3	8·0	
„	B. Battery „ „	14·0	24·0	38·0	8·9	16·8	25·7	7·0	12·0	17·0	29·0	4·0	11·0	1 Month.
„	C. Battery „ „	11·6	42·6	54·2	5·0	21·6	26·6	5·3	15·0	19·3	34·3	-	14·0	
„	D. Battery „ „	-	30·6	30·6	-	18·7	18·7	7·3	6·3	9·0	15·3	-	7·0	
10	E. Battery „ „	19·0	37·3	56·8	6·7	8·6	15·3	2·5	10·0	6·0	16·0	-	6·0	
„	G. Battery „ „	-	-	-	-	-	-	-	10·0	5·0	15·0	-	5·0	1 Month.
„	Head-quarters, 21st Brig. R.A.	16·0	20·6	36·6	7·0	7·1	14·1	4·2	14·0	14·0	28·0	3·3	13·0	
„	Detachment R.A. Aden	14·5	26·0	40·5	3·9	13·3	17·2	2·4	9·5	8·0	17·5	7·5	8·0	2 Months.
„	H.M.'s 3rd Dragoons	55·3	93·0	148·3	21·0	39·0	60·0	3·4	26·0	12·0	38·0	15·0	12·6	
15	H.M.'s 6th „	1·6	44·0	45·6	0·86	14·9	15·8	2·4	17·3	12·6	29·9	6·3	12·6	
„	1 Bat. 4th (King's Own) Regt.	31·0	140·3	174·3	8·5	37·8	46·3	3·3	35·3	23·0	58·3	14·3	23·0	
„	H.M.'s 33rd regiment	55·6	65·3	120·9	8·2	21·5	29·7	3·1	46·6	34·0	80·6	22·3	34·0	
„	H.M.'s 44th „	23·6	166·3	195·0	15·3	86·8	102·2	4·2	31·3	25·6	57·0	5·6	17·3	
„	H.M.'s 45th „	17·0	279·3	296·3	8·9	83·7	87·6	4·3	22·6	14·3	37·0	14·3	13·0	
20	H.M.'s 56th „	33·6	105·0	138·6	21·0	73·0	94·0	8·0	14·3	8·0	22·9	13·0	8·0	
„	H.M.'s 72nd „	27·3	89·3	116·6	2·6	10·0	12·6	2·4	8·6	9·3	17·9	3·0	1·6	Regiment part of the time on the march.
„	H.M.'s 95th „	26·3	154·6	180·9	6·5	71·5	78·0	3·0	26·0	25·6	51·6	3·6	18·3	
„	H.M.'s 103rd „	18·5	258·0	276·5	3·1	73·3	76·4	5·2	31·0	33·5	64·5	20·5	33·5	2 Months.
„	H.M.'s 106th „	49·6	96·0	145·6	16·3	45·0	61·3	3·3	32·3	29·3	61·6	-	29·3	
25	H.M.'s 109th „	-	82·0	82·0	-	50·5	50·5	3·8	25·0	13·5	38·5	-	13·0	
„	Kurrachee Depôt	-	-	-	-	-	-	-	11·0	13·0	24·0	-	-	
„	Poorundhur Sanatarium	-	-	-	-	-	-	-	6·6	1·6	8·3	-	-	
28	Bombay Sappers	23·6	-	23·6	18·3	-	18·3	23	-	-	-	-	-	
	Total	561·4	1,956·8	2,518·3	195·9	763·2	959·5	—	491·8	398·7	890·8	155·4	334·4	

App. III. No. 1

APP. III. No. 7.

D.

ROLL of TRAINED SCHOOLMISTRESSES doing duty in the BOMBAY PRESIDENCY.—POONA, 23rd June, 1865.

No.	Rank.	Name.	Corps attached to.
1	2nd Class Schoolmistress -	Caroline E. Carroll -	H.M.'s 33rd Regiment.
,,	,, - -	Mary Anne Duffield -	H.M.'s 56th Regiment.
,,	,, - -	Eliza L. Walker - -	H.M.'s 95th Regiment.
,,	3rd Class - -	Elizabeth Buckley -	H.M.'s 3rd Dragoons.
5	,, - -	Sarah Jennings - -	H.M.'s 6th Dragoons.
,,	,, - -	Sophia Power - -	H.M.'s 44th Regiment.
,,	,, - -	Frances Fowler - -	H.M.'s 72nd Regiment.
,,	,, Provl.	Mary Higgs - -	H.M.'s 103rd Regiment.
,,	,, Provl.	Agnes Eaglesome -	H.M.'s 106th Regiment.
10	,, - -	Caroline Duffey - -	H.M.'s 109th Regiment.

E.

LIST of INDIAN TRAINED SCHOOLMASTERS doing duty in the BOMBAY PRESIDENCY.—POONA, 23rd June 1865.

No.	Class.	Name.	Corps to which attached.
1	1st Class - -	John Keily - -	On furlough in India.
,,	,, - -	Alfred Wolfe - -	Aboo Lawrence School.
,,	,, - -	Wm. W. Clifford (P.H.)	Lord Bishop's School.
,,	2nd Class - -	George Eaglesome -	H.M's. 106th Regiment.
5	3rd Class - -	Robert Nutty - -	14th Brigade, R.A.
,,	,, - -	Robert Campbell - -	H.M's. 109th Regiment.
,,	,, - -	James Gainher - -	E. Brigade, R.H.A.
,,	,, - -	Andrew Collins - -	18th Brigade, R.A.
,,	,, Provl.	George S. Stewart -	21st Brigade, R.A.
10	,, ,, -	Lawrence Clancey -	B Bat. 18th Brig. R.A.
,,	,, ,, -	Robert Farrell - -	C. Bat. 18th Brig. RA.
,,	,, ,, -	Edmund W. Stewart -	Sappers and Miners.
,,	Acting Schoolmaster.	Charles Harte - -	Artillery Detach. Aden.
,,	,, - -	Thomas Lee - -	B/E Royal H. Artillery.
15	,, - -	John Williams - -	A/E Royal H. Artillery.
16	,, - -	Michael Ryan - -	G/18 Royal Artillery.

P.H. Passed Hindustani Staff test.

F.

APP. III. No. 7.

LIST of SCHOOLMASTERS TRAINED at CHELSEA serving on the BOMBAY ESTABLISHMENT.—POONA, 23rd June 1865.

No.	Class.	Name.	Corps to which attached.
1	2nd Class - -	Thomas Walker (P.H.)	H.M's. 95th Regiment.
2	„ - -	Charles B. Fowler (P.H.)	H.M's. 72nd Highlanders.
3	„ - -	James H. Carroll (P.H.)	H.M's. 33rd Regiment.
4	3rd Class - -	Frederick Duffield -	H.M's. 56th Regiment.
5	„ - -	Thomas McMahon(P.H.)	1/4 (King's Own) Regt.
6	„ - -	Horatio Robinson -	H.M.'s 6th Dragoons.
7	„ - -	James A. Clarke - -	H.M.'s 103rd Regiment.
8	„ - -	George W. Macartney -	H.M.'s 44th Regiment.
9	Army Schoolmaster. -	George Spong - -	H.M.'s 3rd Dragoons.
10	„ - -	David Williams - -	H.M.'s 45th Regiment.

P.H. Passed Hindustani Staff test.

G. A. JACOB, Lieutenant,
Superintendent Army Schools.

APPENDIX IV.

APP. IV.

TABLE showing the STATE of EDUCATION in the ADULTS' SCHOOLS.

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
1st Life Guards -	23	—	1	21	6	12	5	15	2	—	3	2	1	—
2nd „ -	28	3	6	10	5	12	11	10	2	5	3	8	—	—
Royal Horse Guards	41	2	13	10	7	18	—	21	4	—	—	—	—	—
1st Dragoon Guards														
2nd „														
3rd „														
4th „	41	12	14	15	12	22	7	12	12	1	11	1	4	—
5th „	54	14	14	21	23	16	9	27	9	8	—	7	—	—
6th „	71	23	20	28	25	20	26	24	6	—	26	13	1	1
7th „														
1st Dragoons -	81	4	43	34	16	34	31	27	12	14	2	24	2	—
2nd „ -	47	1	9	37	3	18	26	9	2	7	10	10	9	—
3rd Hussars - -	75	4	25	46	24	15	36	41	9	2	5	2	11	5
4th „ - -	54	—	9	45	—	9	45	—	27	6	3	4	10	3
5th Lancers.														
6th Dragoons.														
7th Hussars.														
8th „ - -	19	7	9	3	14	3	1	15	2	2	—	—	—	—
9th Lancers - -	76	19	37	20	45	14	—	54	9	3	4	6	—	—
10th Hussars - -	105	45	52	8	69	28	8	82	8	10	5	—	—	—
11th „ - -	42	3	10	30	6	16	20	3	15	7	16	1	—	—

APP. IV.

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
12th Lancers	61	3	12	46	12	28	21	12	2	20	11	7	9	—
13th Hussars	59	1	20	38	12	35	12	24	15	6	11	1	2	—
14th „	41	—	27	14	10	25	6	20	8	8	4	1	—	—
15th „	25	18	4	3	20	4	1	18	4	3	—	—	—	—
16th Lancers	56	5	19	32	19	18	13	30	10	10	—	—	—	—
17th „														
18th Hussars.														
19th „														
20th „														
21st „														
Cavalry Depôt	98	25	18	27	74	23	1	65	20	12	—	—	—	—
1st Batt. Mil. Train	58	10	22	26	28	18	12	40	8	7	1	2	—	—
2nd „	65	5	19	41	14	20	21	23	9	18	11	2	2	—
3rd „														
4th „														
5th „														
6th „	57	17	35	5	18	22	7	34	13	5	2	3	—	—
Total	1277	211	438	560	462	430	319	606	208	154	128	94	51	9
1st R^t. Gren. Guards	200	23	95	91	57	103	40	91	40	38	8	26	6	—
2nd „	285	60	143	82	111	120	54	145	44	38	1	55	2	—
3rd „	236	40	64	162	93	81	92	158	36	26	17	25	4	—
1st Bt. Cold. Guards	167	24	51	92	38	47	82	71	23	23	24	19	7	—
2nd „	208	21	71	116	36	55	117	84	—	59	23	35	7	—
1st Bt. S. F. Guards	201	27	61	113	80	72	49	102	12	19	37	17	14	—
2nd „	106	4	23	79	19	35	52	37	5	11	17	23	13	—
Kensington, St. John's Wood.	123	44	44	35	74	23	26	76	13	26	—	3	5	—
Total	1565	253	552	770	503	536	521	764	173	240	127	203	58	—
1st Batt. 1st Foot.														
2nd „														
1st Batt. 2nd Foot	340	104	92	144	202	123	15	219	52	32	13	16	4	4
2nd „														
1st Batt. 3rd Foot	174	41	31	102	56	18	92	32	12	42	35	12	22	7
2nd Batt. 3rd Foot	221	34	121	66	34	131	56	34	40	57	51	24	6	—
1st Batt. 4th Foot.														
2nd Batt. 4th Foot	95	9	35	51	29	16	40	51	10	21	8	4	1	—
1st Batt. 5th Foot	165	45	79	41	94	49	22	94	33	22	11	5	—	—
2nd Batt. 5th Foot.														
1st Batt. 6th Foot.														
2nd Batt. 6th Foot	269	83	90	87	114	106	49	202	35	10	2	11	—	—
1st Batt. 7th Foot.														
2nd Batt. 7th Foot	171	33	83	55	94	43	34	71	43	10	22	25	—	—
1st Batt. 8th Foot	293	129	60	104	171	48	74	181	32	29	—	23	23	—
2nd Batt. 8th Foot	161	33	64	64	73	57	31	111	23	14	6	5	2	—
1st Batt. 9th Foot.														
2nd Batt. 9th Foot.														
1st Batt. 10th Foot.														
2nd Batt. 10th Foot.														
1st Batt. 11th Foot.														
2nd Batt. 11th Foot.														
1st Batt. 12th Foot.														
2nd Batt. 12th Foot.														
1st Batt. 13th Foot	117	6	44	67	15	36	66	23	15	5	18	35	21	—
2nd Batt. 13th Foot	128	30	46	26	34	54	40	71	16	22	12	5	2	—
1st Batt. 14th Foot	151	17	43	91	43	35	73	67	10	33	30	6	—	—
2nd Batt. 14th Foot.														
1st Batt. 15th Foot.														
2nd Batt. 15th Foot.														
1st Batt. 16th Foot	263	116	80	67	164	62	37	167	40	—	—	20	—	—
2nd Batt. 16th Foot	60	—	9	30	—	18	21	—	—	8	16	11	4	—
1st Batt. 17th Foot	104	18	27	104	68	3	73	51	26	45	—	—	27	—

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
2nd Batt. 17th Foot.														
1st Batt. 18th Foot.														
2nd Batt. 18th Foot.														
1st Batt. 19th Foot.														
2nd Batt. 19th Foot.														
1st Batt. 20th Foot.														
2nd Batt. 20th Foot.														
1st Batt. 21st Foot -	147	16	57	73	45	49	51	44	7	18	36	21	17	4
2nd Batt. 21st Foot.														
1st Batt. 22nd Foot -	111	8	56	47	28	42	60	30	35	18	16	2	2	—
2nd Batt. 22nd Foot -	122	15	46	61	43	59	20	42	30	26	21	—	2	1
1st Batt. 23rd Foot.														
2nd Batt. 23rd Foot.														
1st Batt. 24th Foot -	107	12	49	46	15	60	32	20	24	17	21	17	8	—
2nd Batt. 24th Foot.														
1st Batt. 25th Foot -	171	55	84	27	72	74	25	59	57	19	8	21	6	—
2nd Batt. 25th Foot -	90	8	54	28	14	61	15	25	39	11	8	5	2	—
26th Foot - -	335	69	90	174	99	96	125	170	17	44	44	11	28	12
27th "														
28th "														
29th " - -	117	22	46	49	24	59	34	36	15	27	14	24	1	—
30th " - -	103	1	66	36	28	63	12	21	20	12	28	18	2	—
31st " - -	165	25	100	40	36	89	40	106	19	18	19	3	—	—
32nd " - -	140	8	77	55	26	90	24	23	41	26	30	8	12	—
33rd "														
34th "														
35th "														
36th "														
37th " - -	257	51	133	73	120	95	42	131	19	65	—	34	8	—
38th "														
39th "														
41st " - -	183	37	58	88	49	82	52	84	37	17	26	12	7	—
42nd "														
43rd "														
44th "														
45th "														
46th "														
47th " - -	400	94	209	97	176	149	75	202	81	48	37	16	16	—
48th "														
49th " - -	213	15	16	182	37	10	163	53	12	20	37	17	26	15
50th "														
51st "														
52nd "														
53rd " - -	209	38	75	96	89	64	56	88	16	39	32	20	14	—
54th "														
55th "														
56th "														
57th "														
58th "														
59th " - -	291	48	122	121	57	155	70	58	96	39	35	39	16	6
60th Rifles. 1st Battalion	285	64	114	105	145	87	54	169	39	41	31	8	2	—
60th Rifles. 2nd "	195	31	40	103	66	42	87	101	39	32	19	4	—	—
60th Rifles. 3rd "														
60th Rifles. 4th "	141	26	32	83	26	42	37	77	11	33	13	7	—	—
61st Foot - -	183	44	125	14	76	94	13	74	48	33	—	28	5	—
62nd " - -	227	70	63	81	134	32	61	132	15	9	31	15	25	—
63rd " - -	138	13	72	53	61	60	17	79	28	16	7	8	—	—
64th " - -	149	35	56	58	49	74	26	82	19	13	29	6	—	—
65th "														
66th "														
67th "														
68th "														
69th "														
70th " - -	77	5	40	32	20	41	16	34	8	14	8	3	3	—
71st "														
72nd "														

APP. IV.

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from Easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
73rd Foot	115	20	47	48	27	48	40	34	33	16	4	23	5	—
74th "	143	14	63	65	45	60	37	62	15	30	19	17	—	—
75th "	43	8	21	14	15	14	11	10	3	7	9	9	4	—
76th "														
77th "														
78th "	354	49	95	210	137	120	97	167	25	65	25	53	18	1
79th "														
80th "														
81st "														
82nd "														
83rd "	164	15	51	98	27	58	79	42	36	16	20	34	7	—
84th "	102	6	20	46	27	25	34	18	18	21	27	9	9	—
85th "	109	11	49	49	23	55	31	36	24	29	10	9	1	—
86th "														
87th "	83	10	45	17	13	18	26	30	8	13	11	5	6	—
88th "														
89th "														
90th "														
91st "														
92nd "	127	12	55	60	28	46	38	40	20	23	11	12	18	—
93rd "														
94th "														
95th "														
96th "														
97th "														
98th "														
99th "														
100th "	110	37	53	20	43	58	9	71	15	7	11	5	1	—
101st "														
102nd "														
103rd "														
104th "														
105th "														
106th "														
107th "														
108th "														
109th "														
R. B. 1st Battalion	108	27	60	20	27	60	20	27	—	31	4	46	—	—
R. B. 2nd "														
R. B. 3rd "														
R. B. 4th "														
Total	8468	1717	3.43	3568	3136	3130	2348	3851	1360	1268	937	766	383	50
1st W. I. Regiment.														
2nd "	133	53	51	29	53	59	21	53	25	17	13	9	—	—
3rd "														
4th "														
5th "														
Ceylon Rifles	136	31	—	—	57	—	—	34	23	32	8	26	13	—
Cape "														
Canadian Rifles	38	9	—	—	10	—	—	7	5	6	8	6	2	4
Malta Artillery.														
Commissariat Staff Corps.	101	17	45	39	30	66	5	33	30	23	15	—	—	—
Total	408	110	96	68	150	125	26	127	83	78	44	41	15	4
Depôt Battalions.														
1st Chatham	177	13	77	87	88	28	51	76	28	44	12	10	7	—
2nd "	112	11	53	48	39	43	30	64	19	15	9	5	—	—
3rd "	203	35	93	70	99	48	56	131	15	50	2	3	2	—
4th Colchester	224	30	64	130	97	77	50	131	47	18	16	11	1	—
5th Parkhurst	96	4	41	51	23	24	49	31	21	23	3	13	—	—
6th Walmer	203	28	—	—	69	—	—	107	23	10	44	10	5	4
7th Winchester	149	36	—	—	53	—	—	60	25	22	22	10	6	4

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from Easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
8th Pembroke -	251	41	141	69	142	79	30	167	30	36	10	7	1	—
9th Colchester.														
10th " -	312	108	105	99	163	101	48	206	41	29	20	16	—	—
11th Preston -	274	64	68	142	101	80	93	100	33	39	42	54	6	—
12th Athlone -	130	36	30	64	44	28	58	61	15	17	17	12	8	—
13th Birr - -	100	24	47	33	33	34	33	25	16	8	17	32	2	—
14th Belfast -	192	28	31	133	49	53	62	78	13	25	22	23	3	—
15th Buttevant -	161	31	43	87	71	45	43	83	15	2	27	11	12	3
16th Templemore -	206	73	66	67	125	40	32	154	19	9	13	11	—	—
17th Limerick -	443	190	184	69	232	154	46	204	112	28	29	37	13	—
18th Fermoy -	178	62	40	70	97	44	37	98	20	23	22	15	—	—
19th " -	272	105	94	71	135	94	43	133	4	55	3	26	1	—
20th Cork -	237	95	83	59	119	73	45	142	25	19	24	23	4	—
22nd Stirling -	160	—	62	98	53	12	86	53	42	12	19	22	3	—
23rd Aberdeen -	261	50	111	100	76	104	81	92	69	19	43	26	12	—
Total - -	4341	1064	1438	1547	1908	1170	983	2246	632	508	416	377	86	11
ROYAL ARTILLERY.														
A. Brigade, R.H.A.														
B. " -	75	9	36	30	21	38	16	49	8	11	7	—	—	—
C. "														
D. "														
E. "														
F. "														
Depôt, Canterbury -	77	17	45	15	34	33	10	54	12	9	2	—	—	—
Riding House Estab.	101	14	16	71	14	45	34	26	17	6	11	2	—	—
Woolwich.														
1st Brigade - -	138	2	39	97	14	84	40	10	10	28	29	44	17	—
2nd "														
3rd " - -	169	32	47	89	—	—	—	69	25	25	28	16	5	—
4th " - -	56	—	13	43	7	8	41	10	6	25	5	9	1	—
5th " - -	182	36	49	97	102	35	45	93	28	10	20	24	7	—
6th " - -	64	6	21	37	6	25	33	9	8	16	9	11	2	9
7th " - -	129	25	26	78	66	28	35	62	31	5	4	15	12	—
8th "														
9th " - -	93	19	42	32	31	43	19	19	30	24	10	9	1	—
10th "														
11th "														
12th "														
13th " - -	98	—	29	69	1	66	31	10	9	43	8	24	4	—
14th "														
15th "														
16th "														
17th "														
18th "														
19th "														
20th "														
21st "														
22nd "														
23rd "														
24th "														
25th "														
Depôt Brig. Sheerness -	126	23	35	69	41	43	42	44	19	32	20	11	—	—
Depôt Brig. Woolwich -	127	7	20	100	26	30	71	33	5	11	—	35	43	—
Depôt Brig. Warley -	65	15	13	37	19	20	26	28	7	2	20	8	—	—
Alderney - -	92	8	19	65	29	37	24	50	22	9	7	13	1	—
Ballincollig - -	34	8	5	21	9	8	17	9	7	3	8	5	2	—
Dublin - -	31	3	11	17	3	28	—	2	15	7	6	1	—	—
Hilsea - -	61	17	24	20	21	25	15	28	11	9	10	3	—	—
Hochelaga (C.E.) -	21	1	6	14	3	11	7	13	1	4	3	—	—	—
Jersey - -	56	5	27	24	24	17	15	17	15	7	9	2	6	—
Leith Fort - -	37	13	10	14	15	13	9	18	1	5	3	10	—	—

APP. IV.

Regiments.	Number examined.	Reading.			Writing.			Arithmetic.						
		Learning to read.	Easy Narratives.	Books of General Information.	Learning to write.	Dictation from Easy Narratives.	Dictation from Books of General Information.	Learning to cypher.	Simple Rules.	Compound Rules.	Reduction of Weights and Measures.	Proportion, Practice, and Mess Accounts.	Fractions and Decimals.	Higher Subjects.
Montreal, C.E.	188	44	81	63	96	56	36	93	32	29	26	5	3	—
St. Helen's Island, C.E.	38	5	6	27	8	12	18	5	6	17	—	—	10	—
Shoeburyness	18	—	6	12	2	3	13	1	2	3	4	2	5	1
Toronto, C.W.	56	14	28	14	32	11	13	36	5	3	8	4	—	—
Total	2132	323	654	1155	624	719	610	788	332	343	257	253	119	10
ROYAL ENGINEERS.														
Aldershot	49	29	6	14	14	22	13	26	7	—	1	3	2	—
Curragh	58	6	17	35	8	24	26	12	2	12	7	11	14	—
Gibraltar	52	—	3	49	—	13	39	—	—	2	10	20	20	3
Halifax, N.S.	203	16	55	137	43	85	80	75	25	13	35	37	20	3
Woolwich	32	—	11	21	—	15	17	1	5	2	11	8	6	—
Total	399	51	92	256	65	159	175	114	39	29	64	79	62	6

APPENDIX V.

APP. V.

TABLE showing the Average Number of Non-commissioned Officers, Privates, &c., whose Names were on the School Books with the Average Daily Attendance for the Year 1864–65.

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instructions Weekly for Privates.	Remarks.
		Non-comm^d. Officers.	Privates and Trumpeters.	Total.			
1st Life Guards	London	1	33	34	22	3·1	
2nd „	Windsor	4	34	38	27	3·3	
R. H. Guards	London	3	32	35	15	1·8	
1st Drag. Gds.	India	18	70	88	29	1·8	
2nd „	Do.	9	101	110	60	1·7	Det^t.
3rd „	Do.	39	160	199	112	9·5	
4th „	Dundalk and Newbridge.	10	38	48	25	4·6	
5th „	Cahir and Dublin	16	17	33	10	2·4	
6th „	Aldershot and Brighton.	52	187	239	102	10·5	
7th „	India	4	55	59	23	2·3	
1st Dragoons	Aldershot	19	79	98	61	2·9	
2nd „	Birmingham and Aldershot.	22	20	42	12	0·7	Det^t.
3rd Hussars	Manchester	18	43	61	31	3·2	Det^t.

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-comd. Officers.	Privates and Trumpeters.	Total.			
4th Hussars -	Dublin and Dundalk.	17	24	41	23	9·0	
5th Lancers -	India - -	29	222	251	81	4·0	
6th Dragoons -	Do. - -	6	45	51	15	1·6	
7th Hussars -	Do. - -	1	54	55	27	2·0	
8th „ -	York - -	18	36	54	21	3·7	
9th Lancers -	Newbridge and Dublin.	2	73	75	31	1·7	
10th Hussars -	Dublin and Cahir	8	124	132	48	0·9	
11th „ -	Dublin - - -	8	42	50	31	0·1	
12th Lancers -	Hounslow and Sheffield.	38	37	75	51	1·8	
13th Hussars -	Aldershot and Hounslow.	35	45	80	21	1·6	
14th „ -	Aldershot -	4	23	27	17	2·5	
15th „	Edinburgh -	—	30	30	23	3·5	
16th Lancers -	York and Colchester.	35	46	81	26	1·1	Det^{t}.
17th „ -	India - -	58	23	81	17	2·0	
18th Hussars -	Norwich and India.	28	16	44	27	3·5	
19th „ -	India - -	20	92	112	48	4·5	
20th „ -	Do. - -	29	96	125	64	4·6	
21st „ -	Do. - -	30	30	60	6	4·0	
Military Train	Home and abroad	63	223	286	60	1·9	
Depôt - -	Canterbury -	20	97	117	61	2·5	
„ Do. - -	Maidstone -	2	53	55	31	3·5	
	Total -	666	2,300	2,966	1,258	3·1	
1st B. Grenadier Guards.	Montreal and London.	50	197	247	59	1·9	
2nd „ -	London and Shorncliffe.	40	293	333	79	2·9	
3rd „ -	London - -	34	249	283	79	2·2	Det^{t}.
1st Batt. Coldstream Gds.	London - -	58	113	171	58	1·7	
2nd „ -	London and Windsor.	70	195	265	97	3·0	
1st B. Scots Fusilier Grds.	Windsor and London.	22	226	248	76	2·3	
2nd „ -	Canada and London.	37	161	198	75	2·0	
Depôts - -	St. John's Wood and Kensington.	11	229	240	177	7·7	
	Total -	322	1,663	1,985	700	2·9	

APP. V

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-com^{d}. Officers.	Privates and Trumpeters.	Total.			
1st B. 1st Foot	India - -	31	135	166	59	2·6	
2nd -	Portsmouth and Jersey.	51	62	113	18	2·9	Det^{s}.
1st B. 2nd Foot	Devonport -	40	288	328	49	0·9	
2nd „ -	Gibraltar - -	55	410	465	61	1·2	
1st B. 3rd Foot	Aldershot and Sheffield.	45	140	185	57	1·4	
2nd „ -	Gibraltar and Barbadoes.	35	222	257	62	3·1	
1st B. 4th Foot	India - -	25	157	182	56	2·3	
2nd „ -	Corfu and Malta	42	115	157	31	1·8	
1st B. 5th Foot	Shorncliffe and Woolwich.	79	90	169	57	4·7	
2nd „ -	Natal - -	40	205	245	87	1·7	
1st B. 6th Foot	Aldershot and Devonport.	40	183	223	59	1·9	
2nd „ -	Jamaica - -	32	302	334	34	1·3	
1st B. 7th Foot	India - -	47	60	107	29	4·1	
2nd „ -	Malta - -	113	127	240	27	1·8	
1st B. 8th Foot	Sheffield and Manchester.	74	203	277	76	2·8	Det^{t}.
2nd „ -	Malta - -	35	318	353	49	1·6	
1st B. 9th Foot	Cephalonia and Gibraltar.	49	393	442	108	1·9	
2nd „ -	Corfu and Gibraltar.	43	357	400	59	0·6	
1st B. 10th Foot	Curragh and board ship.	61	138	199	30	1·4	
2nd „ -	Cape - -	34	72	106	23	1·3	Det^{t}.
1st B. 11th Foot	Dublin and board ship.	44	206	250	66	2·1	
2nd „ -	Cape - -	23	68	91	19	1·4	Det^{t}.
1st B. 12th Foot	Sydney, N.S.W.	—	6	6	4	3·0	
2nd „ -	Dublin and India	38	45	83	40	1·7	
1st B. 13th Foot	Dover - -	95	99	194	50	3·0	
2nd „ -	Mauritius - -	52	153	205	66	2·5	Det^{t}.
1st B. 14th Foot	Aldershot -	73	130	203	23	1·4	
2nd „ -	New Zealand -	—	—	—	—	—	On Active Service.
1st B. 15th Foot	Fredericton, N.B.	21	89	110	18	0·1	Det^{s}.
2nd „ -	Gibraltar - -	58	223	281	59	1·8	
1st B. 16th Foot	Toronto, C.W. -	1	90	91	24	1·9	Det^{t}.
2nd „ -	Halifax, N.S. -	34	134	168	24	1·0	
1st B. 17th Foot	Quebec, C.E. -	36	72	108	28	2·6	
2nd „ -	Halifax, N.S. -	55	123	178	57	0·5	
1st B. 18th Foot	India - -	49	137	186	74	2·9	
2nd „ -	New Zealand -	—	—	—	—	—	On Active Service.
1st B. 19th Foot	India - -	41	120	161	66	6·5	
2nd „ -	Burmah - -	20	161	181	79	3·9	
1st B. 20th Foot	India - -	48	252	300	83	4·7	
2nd „ -	China and Japan	39	313	352	99	2·3	

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-com^{d}. Officers.	Privates and Trumpeters.	Total.			
1st B. 21st Foot	Barbadoes and Portsmouth.	105	39	144	46	3·1	
2nd „	India	3	182	185	75	2·2	
1st B. 22nd Foot	Malta	26	113	139	17	1·2	
2nd „	Do.	30	218	248	21	2·2	
1st B. 23rd Foot	India	43	380	423	145	0·1	
2nd „	Gibraltar	35	334	369	69	0·4	
1st B. 24th Foot	Shorncliffe	32	130	162	68	4·9	
2nd „	Mauritius	49	53	102	15	1·2	
1st B. 25th Foot	Malta and Quebec	72	90	162	64	3·0	
2nd „	Ceylon	3	90	93	36	2·5	Det^{t}.
26th Foot	Portsmouth	97	263	360	103	1·8	
27th „	India	29	192	221	109	6·5	
28th „	Do.	7	105	112	20	3·3	
29th „	Curragh and Newry.	85	78	163	46	1·2	
30th „	Montreal, C.E.	32	112	144	50	3·7	
31st „	Devonport and Aldershot.	39	134	173	42	1·0	
32nd „	Curragh and Waterford.	43	118	161	50	2·8	
33rd „	India	59	73	132	29	2·9	
34th „	Do.	25	360	385	100	3·1	Det^{t}.
35th „	Do.	5	106	111	64	4·4	
36th „	Do.	51	129	180	85	3·9	
37th „	Aldershot and Dover.	81	217	298	90	1·8	
38th „	India	92	511	603	406	7·3	
39th „	Bermuda and Aldershot.	27	109	136	25	2·4	Det^{t}.
40th „	New Zealand	—	—	—	—	—	On Active Service.
41st „	Curragh and Dublin.	13	97	110	42	1·3	
42nd „	India	39	143	182	101	4·0	
43rd „	New Zealand	—	—	—	—	—	On Active Service.
44th „	India	42	166	208	95	5·5	
45th „	Curragh and Dublin.	21	215	236	91	2·5	
46th „	India	27	58	85	39	6·1	
47th „	Canada West	35	289	324	79	2·8	Det^{t}.
48th „	India	28	125	153	60	4·3	Det^{t}.
49th „	Manchester and Dublin.	77	81	158	74	2·7	
50th „	New Zealand	—	4	4	4	6·0	On Active Service.
51st „	India	98	118	216	122	4·8	
52nd „	Do.	13	45	58	14	3·1	
53rd „	Portsmouth and Curragh.	46	193	239	42	0·8	
54th „	India	52	108	160	62	6·0	Det^{t}.
55th „	Do.	46	216	262	100	2·3	

App. V.

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-com^{d}. Officers.	Privates and Trumpeters.	Total.			
56th Foot -	India - -	32	99	131	60	6·0	
57th „ -	New Zealand -	—	—	—	—	—	On Active Service.
58th „ -	Curragh - -	73	69	142	24	0·8	
59th „ -	Aldershot -	66	238	304	93	0·8	
1st B. 60th Rifles	London and Dublin.	69	134	203	47	2·5	
2nd „ -	Aldershot -	93	233	326	74	1·0	
3rd „ -	India - -	109	28	137	55	2·0	
4th „ -	Montreal, C.E. -	38	38	76	13	1·5	
61st Foot -	Jersey and Curragh.	45	85	130	42	1·8	Det^{t}.
62nd „ -	Quebec and Aldershot.	53	182	235	39	1·5	
63rd „ -	Canada - -	32	69	101	42	0·6	
64th „ -	Portsmouth -	65	142	207	46	1·0	Det^{t}.
65th „ -	New Zealand -	—	—	—	—	—	On Active Service.
66th „ -	India - -	23	158	181	66	2·7	
67th „ -	China - -	8	52	60	14	3·6	
68th „ -	New Zealand -	—	—	—	—	—	On Active Service.
69th „ -	On board ship and Gosport.	7	51	58	16	2·3	
70th „ -	New Zealand -	—	—	—	—	—	On Active Service.
71st „ -	India - -	22	104	126	43	3·9	
72nd „ -	Do. - -	46	139	185	83	4·5	
73rd „ -	Aldershot and Shorncliffe.	57	261	318	83	2·6	
74th „	Edinburgh -	4	62	66	35	3·7	
75th „ -	Aldershot -	52	136	188	43	2·4	
76th „ -	India - -	85	210	295	111	4·4	
77th „ -	Do. - -	22	57	79	29	4·3	Det^{t}.
78th „ -	Dover and Dublin	40	332	372	108	1·7	
79th „ -	India - -	4	48	52	22	3·8	
80th „ -	Do. - -	22	66	88	42	5·1	Det^{t}.
81st „ -	Do. - -	25	379	404	194	4·4	
82nd „ -	Do. - -	72	133	205	77	4·2	
83rd „ -	Aldershot -	27	116	143	29	1·6	
84th „ -	Curragh and Dublin.	10	115	125	25	1·6	
85th „ -	Shorncliffe and Aldershot.	37	177	214	55	2·3	
86th „ -	Dublin and Gibraltar.	49	99	148	43	1·3	
87th „ -	Aldershot and Gosport.	17	108	125	34	2·2	Det^{t}.
88th „ -	India - -	26	133	159	52	3·2	
89th „ -	Do. - -	54	116	170	35	2·6	
90th „ -	Do. - -	60	52	112	36	2·9	
91st „ -	Do. - -	2	94	96	35	3·6	Det^{t}.

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-comm^d. Officers.	Privates and Trumpeters.	Total.			
92nd Foot -	Edinburgh and Glasgow.	39	112	151	68	4·1	Det^t.
93rd „ -	India - -	4	77	81	36	4·5	
94th „ -	Do. - -	10	73	83	30	2·6	Det^t.
95th „ -	Do. - -	7	84	91	58	5·6	Det^t.
96th „ -	Cape - -	20	111	131	20	1·0	Det^t.
97th „ -	India - -	24	248	272	112	4·3	Det^t.
98th „ -	Do. - -	10	129	139	32	5·4	
99th „ -	China - -	86	69	155	42	1·6	
100th „ -	Malta - -	7	178	185	17	0·8	
101st „ -	India - -	14	44	58	18	3·4	
102nd „ -	Do. - -	10	63	73	24	7·0	Det^t.
103rd „ -	Do. - -	12	136	148	63	4·9	Det^t.
104th „ -	Do. - -	6	63	69	33	4·9	
105th „ -	Do. - -	15	97	112	16	6·3	Det^t.
106th „ -	Do. - -	29	74	103	26	5·0	
107th „ -	Do. - -	41	101	142	20	3·2	
108th „ -	Do. - -	17	46	63	21	2·0	
109th „ -	Do. - -	43	261	304	102	3·1	
1st B. Rifle Brig.	Montreal, C.E. -	42	125	167	59	3·0	
2nd „ -	India - -	27	88	115	44	4·1	
3rd „ -	Do. - -	45	143	188	85	5·6	
4th „ -	Gibraltar - -	57	107	164	25	1·2	
	Total -	5,316	19,336	24,652	7,313	2·9	
1st West India Regiment.	Nassau - -	7	112	119	22	1·3	
2nd „ -	Barbadoes -	26	106	132	72	6·0	
3rd „ -	Sierra Leone and Bathurst.	24	288	312	107	8·0	
4th „ -	Cape Coast Castle	34	75	109	34	3·2	
Ceylon Rifles -	Colombo - -	4	98	102	35	2·8	5 Det^s.
Cape „	Cape - -	10	79	89	29	3·1	
Canadian „	London, C.W., & Newfoundland.	6	50	56	34	5·2	
Malta Fencibles	Malta - -	21	56	77	11	2·0	
	Total -	132	864	996	344	3·9	
1st Depôt Batt.	Chatham - -	15	194	209	137	2·8	
2nd „ -	Do. - -	2	120	122	61	2·0	
3rd „ -	Do. - -	10	173	183	77	2·7	Det^t.
4th „ -	Colchester -	22	215	237	141	1·7	
5th „ -	Parkhurst -	6	79	85	33	1·8	
6th „ -	Walmer - -	15	240	255	93	3·0	
7th „ -	Winchester -	60	91	151	45	2·2	
8th „ -	Pembroke -	53	163	216	90	2·7	
9th „ -	Colchester -	89	105	194	64	2·0	

APP. V.

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-com^{d}. Officers.	Privates and Trumpeters.	Total.			
10th Depôt Batt.	Colchester -	43	199	242	121	1·4	
11th „ -	Preston - -	110	101	211	45	3·6	
12th „ -	Athlone - -	30	131	161	54	1·5	Det^{t}.
13th „ -	Birr - -	50	151	201	75	2·2	
14th „ -	Belfast - -	36	165	201	69	2·1	
15th „ -	Buttevant -	60	150	210	110	2·5	
16th „ -	Templemore -	9	229	238	90	1·9	
17th „ -	Limerick - -	67	475	542	258	2·4	
18th „ -	Fermoy - -	3	156	159	71	1·2	
19th „ -	Do. - -	3	229	232	111	2·2	
20th „ -	Cork - -	74	239	313	114	2·2	
22nd „ -	Stirling - -	29	245	274	93	1·4	
23rd „ -	Aberdeen -	24	257	281	110	3·8	
	Total -	810	4,107	4,917	2,062	2·3	
Commissariat -	Aldershot -	24	81	105	30	1·4	
S. of Musketry	Hythe - -	40	—	40	30	7·0	
R.V. Hospital -	Netley - -	7	59	66	33	2·6	
Sch. of Music -	Kneller Hall -	23	108	131	122	9·0	
Mil. Labourers	Barbadoes -	11	133	144	38	2·8	
	Total -	105	381	486	253	4·6	
ROYAL ARTILLERY.							
A. Brig., R.H.A.	Woolwich -	31	139	170	35	0·9	
B. „ „	Aldershot -	—	—	—	—	—	See Aldershot.
Depôt - - -	Canterbury -	15	57	72	44	3·3	
1st Brig., R.A. -	Gibraltar - -	44	60	104	22	1·3	Det^{s}.
2nd „ -	Dover - -	32	90	122	43	1·8	Det^{t}.
3rd „ -	Malta - -	23	36	59	17	1·6	Det^{s}.
4th „ -	Aldershot and Woolwich.	42	30	72	20	0·6	
5th „ -	Plymouth -	32	174	206	36	1·4	
6th „ -	Portsmouth and Channel Islnds.	88	201	289	71	2·3	
7th „ -	Gosport - -	29	127	156	39	2·2	Det^{s}.
8th „ -	Ireland - -	—	—	—	—	—	See Det^{s}. Ireland.
9th „ -	Shorncliffe -	54	136	190	72	2·9	
10th „ -	Montreal, C.E. -	37	148	185	84	1·6	Det^{s}.
11th „ -	India - -	72	219	291	147	5·9	
12th „ -	Mauritius - -	4	20	24	12	7·4	
13th „ -	Woolwich and Dover.	100	14	114	27	1·4	
14th „ -	India - -	37	35	72	12	3·0	
15th „ -	Halifax, N.S. -	28	10	38	14	4·9	
Depôt Brigades	Sheerness -	63	132	195	82	3·6	

Regiment.	Station.	On School Books.			Average Number present Daily.	Average Instruction Weekly for Privates.	Remarks.
		Non-comd. Officers.	Privates and Trumpeters.	Total.			
Depôt Brigades	Woolwich -	122	120	242	121	2·7	
„ „ -	Warley - -	42	88	130	62	3·8	
B.Brig.,R.H.A., and Det. 9th Brig., R.A.	Aldershot -	19	81	100	28	1·6	
Det. Coast Brig.	Alderney - -	3	2	5	5	10·0	
„ 8th Brig., R.A.	Ballincollig -	30	27	57	35	3·8	
„ R.A. -	Dublin - -	16	20	36	14	1·6	
„ R.H.A. -	Dorchester -	11	29	40	15	3·5	
„ 4th Brig., R.A.	Hilsea - -	41	25	66	19	1·3	
„ 12th „ -	Hong Kong -	6	52	58	7	2·7	
„ 15th „ -	Jamaica - -	17	25	42	12	6·3	
„ 10th „ -	Kingston, C.W.	27	41	68	16	4·5	
„ 8th „ -	Limerick - -	12	12	24	12	1·9	
„ 9th „ -	Leith Fort -	19	26	45	15	3·3	
„ 10th „ -	Newfoundland -	15	58	73	25	1·5	
„ 10th „ -	Quebec, C.E. -	20	136	156	57	1·6	
„ „ „ -	Shoeburyness -	6	8	14	8	3·6	
„ 12th „ -	St. Helena -	3	28	31	9	3·0	
„ 14th „ -	Shanghai -	5	22	27	15	6·0	
„ 10th „ -	Toronto - -	27	12	39	21	2·5	
„ „ „ -	Woolwich (Special Class of N.C. Officers.)	14	—	14	13	32·5	
C. Brig.,R.H.A.							
D. „ „							
E. „ „							
F. „ „							
16th Brig., R.A.							
17th „ -							
18th „ -	India.						
19th „ -	(46 Batteries.)	554	1,721	2,275	1,215	5·6	
20th „ -							
21st „ -							
22nd „ -							
23rd „ -							
24th „ -							
25th „ -							
	Total -	1740	4,161	5,901	2,501	4·5	
Royal Engineers	Aldershot -	19	277	296	66	1·2	
„ „	Chatham - -	46	532	578	285	4·2	
„ „	Gibraltar - -	25	21	46	13	2·8	
„ „	Malta - -	16	36	52	4	3·0	
„ „	Mauritius - -	1	11	12	5	2·5	
„ „	Woolwich -	16	65	81	16	1·2	
„ „	Weymouth -	—	77	77	23	4·0	
	Total -	123	1,019	1,142	412	2·7	

App. VI.

Appendix VI.

First-Class Certificates.

Office of the Council of Military Education,
13, Great George Street, 1st May 1865.

Sir,

I have the honour, by direction of the Council of Military Education, to inform you that His Royal Highness the Field Marshal Commanding-in-Chief, and the Secretary of State for War, have approved of the following alteration in the rules for granting first-class certificates of education.

History and Geography will no longer be obligatory. Candidates, however, must take up two of the following subjects :—

English History.
General Geography.
Algebra.
Mensuration.
Plane Trigonometry.
Practical Geometry.
Fortification.
Drawing.
Surveying.
Chemistry.

The amount of knowledge required in each subject is shown in the annexed syllabus.

Enclosed are copies of the new Form. In these the words "General Geography" and "English History" are omitted; while at the back will be found a list of equivalent subjects. A further supply can be obtained when necessary, on application to this office.

The Certificate may be endorsed by the Commanding officer with any extra subject, or subjects, of which the candidate may be found to possess a fair knowledge.

I am, &c.
D. Greentree,
Secretary.

The Officer Commanding.

Syllabus of Subjects, two of which must be taken up at the Examination for First-Class Certificates of Education.

History of England.—As in Gleig's First Book of History.

Geography, General.—As in Hughes' Geography for Elementary Schools, 1st course.

Algebra.—The solution of simple equations containing one unknown quantity, without surds; and their application to useful problems.

Mensuration.—The principles of the mensuration of plane surfaces; and the calculation of perimeters, areas, and solid bodies.

Plane Trigonometry.—The calculation of all parts of a triangle; and the measurement of heights and distances.

Practical Geometry.—The construction and properties of various plane figures of ordinary practical application.

Fortification.—The construction and objects of the Bastion trace, as shown in the French "modern system," with a general idea of its profiles. The trace and profiles of field works of attack, and of a simple field redoubt.

Drawing.—Free-hand drawing of a smple solid figure; and complete architectural drawings of a simple building from measurements.

SURVEYING.—Chain surveying, with the use of levelling instruments or of the theodolite. The use of the compass generally. Plotting and making an ordinary plan. APP. VI.

CHEMISTRY.—The composition of ordinary bodies; and the practical use of simple re-agents.

APPENDIX VII. APP. VII.

TABLE showing the Number of Children in Grown, Infant, and Industrial Schools, receiving Instruction.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
1st Life Guards -	London - -	15	20	11	18	64	48
2nd „ -	Windsor - -	31	16	23	30	100	56
R. Horse Guards	London - -	11	10	18	26	65	36
1st Drag. Guards	India - -	32	17	15	22	86	38
2nd „ -	India - -	5	9	1	2	17	14
3rd „ -	India - -	14	10	10	7	41	23
4th „ -	Dundalk and Newbridge	16	17	22	27	82	25
5th „ -	Cahir and Dublin	8	9	12	11	40	32
6th „ -	Aldershot and Brighton.	10	6	15	12	43	32
7th „ -	India - - -	6	6	3	6	21	14
1st Dragoons -	Aldershot - -	8	10	10	12	40	23
2nd „ -	Birmingham and Aldershot.	17	7	35	20	79	53
3rd Hussars -	Manchester -	17	14	20	18	69	57
4th „ -	Dublin and Dundalk.	14	12	10	12	48	33
5th Lancers -	India - - -	6	3	21	19	49	25
6th Dragoons -	India - - -	8	7	7	3	25	16
7th Hussars -	India - - -	4	8	6	2	20	15
8th „ -	York - -	12	6	9	3	30	18
9th Lancers -	Newbridge and Dublin.	9	12	14	20	55	46
10th Hussars -	Dublin and Cahir	9	6	20	16	51	42
11th „ -	Dublin - -	6	3	8	12	29	23
12th Lancers -	Hounslow and Sheffield.	3	5	7	12	27	24
13th Hussars -	Aldershot and Hounslow.	10	5	9	14	38	26
14th „ -	Aldershot - -	13	11	10	13	47	33
15th „ -	Edinburgh -	5	6	7	9	27	22
16th Lancers -	York and Colchester.	12	3	14	21	50	16
17th „ -	India - - -	8	5	6	9	28	20
18th Hussars -	India - - -	8	3	5	4	20	3
19th „ -	India - - -	16	4	5	4	29	6
20th „ -	India - - -	14	13	3	3	33	14

APP. VII.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
21st Hussars -	India - - -	4	4	1	3	12	6
Military Train -	At Home and Abroad.	21	16	36	37	110	85
Depôt - -	Canterbury -	24	27	35	42	128	154
Depôt - -	Maidstone - -	17	9	19	14	59	41
		413	319	447	483	1,662	1,119
1st B. Gren. Gds.	Montreal and London.	3	10	8	10	31	28
2nd „ -	London and Shorncliffe.	7	1	6	8	22	14
3rd „ -	London - -	6	7	8	7	28	22
1st B. Coldstream Guards.	London - -	11	3	3	14	31	19
2nd „ -	London and Windsor.	12	8	10	10	40	23
1st B. Scots Fusilier Guards.	Windsor and London.	18	11	11	11	51	31
2nd „ -	Montreal and London.	7	4	7	9	27	19
Brig. of Guards -	Victoria Lodging House.	—	—	29	48	77	48
		64	44	82	117	307	204
1st B. 1st Foot -	India - - -	18	7	5	5	35	12
2nd „ -	Portsmouth and Jersey.	12	10	9	9	40	20
1st B. 2nd Foot -	Devonport -	26	21	36	42	125	99
2nd „ -	Gibraltar - -	21	13	11	10	55	23
1st B. 3rd Foot -	Aldershot and Sheffield.	23	12	12	11	58	24
2nd „ -	Gibraltar and Barbadoes.	20	10	16	16	62	20
1st B. 4th Foot -	India - -	23	18	11	7	59	35
2nd „ -	Corfu and Malta -	2	7	10	9	28	17
1st B. 5th Foot -	Shorncliffe, London, and Woolwich.	10	6	9	10	35	25
2nd „ -	Cape of Good Hope.	21	14	9	14	58	15
1st B. 6th Foot -	Aldershot and Devonport.	5	3	10	15	33	27
2nd „ -	Jamaica - -	10	7	7	7	31	17
1st B. 7th Foot -	India - -	4	5	8	8	25	20
2nd „ -	Malta - -	14	8	13	18	53	36
1st B. 8th Foot -	Sheffield and Manchester.	18	25	16	21	80	57
2nd „ -	Malta - -	26	29	17	8	80	47
1st B. 9th Foot -	Cephalonia and Gibraltar.	11	11	27	27	76	59

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
2nd B. 9th Foot	Corfu and Gibraltar.	11	4	14	23	52	41
1st B. 10th Foot	Curragh, Waterford, &c.	7	10	13	6	36	22
2nd „	Cape of Good Hope.	17	15	28	37	97	79
1st B. 11th Foot	Dublin and India	14	14	17	20	65	40
2nd „	Cape of Good Hope.	16	10	10	14	50	31
1st B. 12th Foot	Sydney	18	15	30	16	79	38
2nd „	Dublin and India	4	6	7	13	30	20
1st B. 13th Foot	Dover	8	4	4	4	20	11
2nd „	Mauritius	17	7	15	13	52	17
1st B. 14th Foot	Aldershot	13	16	15	13	57	44
2nd „	New Zealand	8	3	5	3	19	27
1st B. 15th Foot	New Brunswick	33	20	—	—	53	—
2nd „	Gibraltar	19	9	19	20	67	47
1st B. 16th Foot	Toronto, C.W.	15	10	20	22	67	52
2nd „	Halifax, N.S.	14	15	17	17	63	49
1st B. 17th Foot	Quebec, C.E.	19	16	21	12	68	26
2nd „	Halifax, N.S.	15	18	18	21	72	56
1st B. 18th Foot	India	11	16	16	19	62	25
2nd „	New Zealand	8	7	10	12	37	6
1st B. 19th Foot	India	20	15	5	6	46	17
2nd „	Burmah	12	14	15	9	50	38
1st B. 20th Foot	India	10	5	1	4	20	4
2nd „	China and Japan	5	8	12	16	41	56
1st B. 21st Foot	Barbadoes and Portsmouth.	24	17	15	11	67	40
2nd „	India	9	7	15	13	44	30
1st B. 22nd Foot	Malta	19	13	19	17	68	29
2nd „	Malta	14	18	9	19	60	38
1st B. 23rd Foot	India	14	6	5	1	26	12
2nd „	Gibraltar	5	7	13	15	40	34
1st B. 24th Foot	Shorncliffe	10	9	20	20	59	54
2nd „	Mauritius	12	5	13	10	40	22
1st B. 25th Foot	Malta and Quebec	18	10	17	19	64	46
2nd „	Ceylon	10	8	15	19	52	14
26th Foot	Portsmouth	26	17	18	23	84	57
27th „	India	19	14	10	10	53	24
28th „	India	15	15	6	7	43	21
29th „	Curragh and Newry.	6	9	14	19	48	41
30th „	Montreal, C.E.	6	8	12	8	34	26
31st „	Devonport and Aldershot.	11	16	15	16	58	46
32nd „	Curragh and Waterford.	7	3	12	17	39	32
33rd „	India	24	20	17	13	74	50
34th „	India	6	2	3	4	15	6
35th „	India	18	24	11	9	62	24
36th „	India	12	6	9	15	42	28
37th „	Aldershot and Dover.	9	13	13	12	47	37

App. VII.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
38th Foot - -	India - -	11	6	3	10	30	20
39th „ - -	Bermuda and Aldershot.	19	18	37	35	109	80
40th „ - -	New Zealand -	18	17	14	11	60	47
41st „ - -	Curragh and Dublin.	9	11	24	12	56	45
42nd „ - -	India - - -	7	7	11	8	33	30
43rd „ - -	New Zealand -	11	7	6	12	36	24
44th „ - -	India - -	27	25	12	8	72	45
45th „ - -	Curragh and India	10	6	8	8	32	20
46th „ - -	India - -	4	2	2	11	19	15
47th „ - -	Canada - -	11	11	8	13	43	26
48th „ - -	India - -	27	14	7	13	61	21
49th „ - -	Manchester and Dublin.	13	16	16	21	66	56
50th „ - -	New Zealand -	22	22	8	8	60	28
51st „ - -	India - -	10	4	6	6	26	14
52nd „ - -	India - -	33	19	11	10	73	29
53rd „ - -	Portsmouth and Curragh.	10	12	11	11	44	34
54th „ - -	India - -	15	8	11	5	39	21
55th „ - -	India - -	12	7	17	15	51	38
56th „ - -	India - -	4	4	6	6	20	16
57th „ - -	New Zealand -	28	25	8	10	71	26
58th „ - -	Curragh and India	8	15	12	14	49	41
59th „ - -	Aldershot - -	27	24	18	16	85	57
1st B. 60th Rifles	London and Dublin.	16	12	5	6	39	19
2nd „ -	Aldershot - -	12	10	7	7	36	23
3rd „ -	Burmah - -	15	18	10	16	59	32
4th „ -	Montreal, C.E. -	6	4	12	6	28	22
61st Foot - -	Jersey and Curragh.	11	13	10	10	44	23
62nd „ - -	Canada and Aldershot.	19	10	13	20	62	41
63rd „ - -	Canada - -	15	15	18	13	61	38
64th „ - -	Gosport and Portsmouth.	15	16	24	24	79	56
65th „ - -	New Zealand -	28	25	23	22	98	69
66th „ - -	India - -	17	16	7	8	48	23
67th „ - -	China - -	5	5	2	3	15	—
68th „ - -	New Zealand -	—	—	—	—	—	—
69th „ - -	At Sea and Gosport.	14	5	8	11	38	20
70th „ - -	New Zealand -	6	5	6	7	24	—
71st „ - -	India - -	7	12	4	7	30	14
72nd „ - -	India - -	11	2	3	8	24	12
73rd „ - -	Aldershot and Shorncliffe.	10	14	10	13	47	36
74th „ - -	Edinburgh - -	13	20	10	8	51	25
75th „ - -	Aldershot - -	13	14	9	10	46	24
76th „ - -	India - -	11	16	22	20	69	58
77th „ - -	India - -	5	5	4	5	19	6
78th „ - -	Dover and Dublin	12	19	18	22	71	59

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
79th Foot - -	India - -	9	14	5	10	38	29
80th „ - -	India - -	15	13	3	4	35	12
81st „ - -	India - -	23	14	6	5	48	14
82nd „ - -	India - -	16	11	3	4	34	17
83rd „ - -	Aldershot - -	9	12	13	11	45	33
84th „ - -	Curragh and Dublin.	11	12	17	21	61	46
85th „ - -	Shorncliffe and Aldershot.	14	18	12	13	57	41
86th „ - -	Dublin and Gibraltar.	8	6	14	22	50	37
87th „ - -	Aldershot and Gosport.	15	12	11	11	49	28
88th „ - -	India - -	13	11	11	12	47	30
89th „ - -	India - -	11	8	2	7	28	9
90th „ - -	India - -	7	5	7	3	22	8
91st „ - -	India - -	23	28	3	3	57	24
92nd „ - -	Edinburgh and Glasgow.	23	18	7	15	63	32
93rd „ - -	India - -	24	—	11	20	55	20
94th „ - -	India - -	7	3	5	8	23	6
95th „ - -	India - -	19	13	7	7	46	27
96th „ - -	Cape of Good Hope.	4	2	10	12	28	23
97th „ - -	India - -	21	22	3	4	50	12
98th „ - -	India - -	19	16	10	6	51	31
99th „ - -	China - -	2	1	—	—	3	—
100th „ - -	Malta - -	19	4	5	5	33	14
101st „ - -	India - -	10	8	5	10	33	18
102nd „ - -	India - -	30	30	13	20	93	29
103rd „ - -	India - -	18	12	16	28	74	38
104th „ - -	India - -	17	26	9	16	68	27
105th „ - -	India - -	22	14	28	24	88	24
106th „ - -	India - -	12	8	12	9	41	16
107th „ - -	India - -	11	9	7	11	38	23
108th „ - -	India - -	18	10	15	10	53	20
109th „ - -	India - -	12	10	17	6	45	16
1st Batt. Rifle Brigade.	Montreal, C.E. -	4	—	10	11	25	18
2nd „ -	India - -	4	7	3	4	18	10
3rd „ -	India - -	9	7	9	6	31	14
4th „ -	Gibraltar - -	17	8	9	6	40	23
1st W. I. Regt. -	Bahamas - -	5	6	12	18	41	31
2nd „ -	Barbadoes - -	4	4	9	10	27	23
3rd „ -	West Coast of Africa.	24	23	9	8	64	13
4th „ -	Cape Coast Castle	3	3	4	2	12	8
5th „ -		No report.					
Ceylon Rifles -	Ceylon - -	193	—	19	1	213	—
Cape M. Rifles -	Cape of Good Hope.	27	22	7	13	69	39
Roy. Can. Rifles -	Canada and Newfoundland.	211	169	188	207	775	411

APP. VII.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
Malta Fencibles -	Malta - -	15	—	—	—	15	—
Commissariat Staff	Aldershot - -	3	4	6	7	20	17
		2,450	1,869	1,872	1,993	8,184	4,654
DEPÔT BATTALIONS.							
1st - -	Chatham - -	15	18	20	34	87	72
2nd - -	Chatham - -	21	11	29	28	89	67
3rd - -	Chatham - -	31	23	29	22	105	50
4th - -	Colchester - -	12	14	17	14	57	44
5th - -	Parkhurst - -	11	12	17	22	62	30
6th - -	Walmer - -	17	11	23	23	74	44
7th - -	Winchester -	18	15	28	27	88	39
8th - -	Pembroke - -	16	17	25	26	84	43
9th - -	Colchester - -	24	23	27	27	101	74
10th - -	Colchester - -	3	12	23	24	62	57
11th - -	Preston - -	27	8	30	37	102	75
12th - -	Athlone - -	39	32	47	44	162	110
13th - -	Birr - -	16	23	28	28	95	79
14th - -	Belfast - -	28	19	26	37	110	81
15th - -	Buttevant - -	26	19	23	24	92	64
16th - -	Templemore -	38	19	43	39	139	100
17th - -	Limerick - -	37	38	40	37	152	115
18th - -	Fermoy - -	15	18	23	35	91	76
19th - -	Fermoy - -	13	14	28	28	83	69
20th - -	Cork - -	31	34	52	42	159	119
22nd - -	Stirling - -	20	17	10	9	56	36
23rd - -	Aberdeen - -	9	16	7	19	51	39
		467	413	595	626	2,101	1,483
GARRISON SCHLS.							
Staff Children -	Aldershot, Permanent Bks.	—	—	6	8	14	21
,, -	Aldershot, N.Cmp.	—	—	34	31	65	85
,, -	Auckland, N.Z. -	27	19	—	—	46	—
Military labourers	Barbadoes - -	9	9	9	10	37	27
Staff Children -	Curragh - -	—	—	78	86	164	213
,, ,, -	Devonport - -	—	—	25	41	66	84
,, ,, -	Dublin - -	49	36	49	57	191	142
,, ,, -	Fleetwood - -	4	5	3	3	15	—
,, ,, -	Hythe - -	3	8	11	4	26	—
,, ,, -	Kurrachee - -	7	5	—	—	12	—
,, ,, -	Kussowlie - -	17	11	10	13	51	29
,, ,, -	Landguard Fort -	3	4	4	6	17	—
,, ,, -	Milton Barracks (Gravesend).	—	—	9	16	25	25
,, ,, -	Netley - -	26	20	33	16	95	59
,, ,, -	Shorncliffe -	9	16	13	14	52	43
		154	133	284	305	876	728

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
ROYAL HORSE ARTILLERY.							
A. Brig., Hd. Qrs.	Woolwich - -	62	60	51	61	234	106
B. „ „ -	See Aldershot.						
C. „ „ -	See Brigades in India.						
D. „ „ -							
E. „ „ -							
F. „ „ -							
Depôt - -	Canterbury -	14	4	15	16	49	34
ROYAL ARTILLERY.							
1st Brig. Hd. Qrs.	Gibraltar - -	32	27	33	26	118	86
2nd „ - -	Dover - -	23	24	23	20	90	48
3rd „ - -	Malta - -	19	13	19	26	77	31
4th „ - -	Aldershot and Woolwich.	21	12	16	22	71	50
5th „ - -	Plymouth - -	18	24	24	25	91	68
6th „ - -	Portsmouth -	46	37	41	43	167	33
7th „ - -	Gosport - -	39	29	52	50	170	105
8th „ - -	See Dublin.						
9th „ - -	Shorncliffe - -	31	27	45	47	150	119
10th „ - -	Montreal - -	22	28	27	39	116	88
11th „ - -	India - -	13	14	4	2	33	—
12th „ - -	Mauritius - -	12	10	5	2	29	—
13th „ - -	Woolwich and Dover.	38	18	34	29	119	39
14th „ - -	India - -	7	8	—	—	15	7
15th „ - -	Halifax (N.S.) -	12	18	19	14	63	59
16th „ - -	India, 46 Batteries.	148	135	120	119	522	212
17th „ - -							
18th „ - -							
19th „ - -							
20th „ - -							
21st „ - -							
22nd „ - -							
23rd „ - -							
24th „ - -							
25th „ - -							
Depôt Brig. 1st Division	Sheerness - -	42	42	29	31	144	85
Depôt Brig. 2nd „	Woolwich - -	110	73	56	37	276	99
Depôt Brig. 3rd „	Warley - -	18	11	26	32	87	56
Detach. 6th and Coast Brig.	Alderney - -	15	12	15	17	59	28
Hd. Qrs. B. Brig. R.H.A and Detach. 9th Brig. R.A.	Aldershot - -	31	17	16	17	81	37
Detach. 8th Brig.	Ballincollig -	11	6	18	18	53	25
„ 12th „ -	Colombo, Ceylon	4	2	—	2	8	—
„ „ and 8th Brig.	Dublin - -	9	7	18	10	44	34

APP. VII.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
Detach. Coast Brig.	Dumbarton -	5	12	3	7	27	—
„ „ „ -	Fort George -	8	8	6	10	32	24
„ 6th and Coast Brig.	Guernsey - -	13	13	8	13	47	34
„ 4th „ -	Hilsea - -	15	11	17	21	64	18
„ 12th „ -	Hong Kong -	—	1	2	4	7	—
„ 15th „ -	Jamaica - -	4	4	5	2	15	—
„ 10th „ -	Kingston (C.W.)-	9	8	11	7	35	26
„ 9th and Coast Brig.	Leith Fort - -	12	8	7	8	35	23
„ 8th „ -	Limerick - -	3	4	13	7	27	—
„ 10th „ -	Newfoundland -	1	—	3	3	7	—
„ 5th „ -	Pembroke - -	8	5	4	8	25	—
„ Coast „ -	Purfleet - -	1	2	4	6	13	—
„ 10th „ -	Quebec - -	18	8	18	16	60	41
„ 12th „ -	St. Helena -	9	7	2	—	18	18
„	Shoeburyness -	15	28	32	26	101	54
„ Coast „ -	Shoreham - -	2	1	4	3	10	1
„ „ „ -	60 Tower - -	2	7	3	2	14	13
„ 10th „ -	Toronto (C.W.) -	10	10	4	11	35	22
„ Coast „ -	Tynemouth -	11	7	—	—	18	—
Garrison - -	Woolwich Common Cottages.	—	—	30	30	60	26
	Woolwich Common.	2	9	48	69	128	68
	Woolwich General Hospital.	—	—	11	10	21	6
		945	811	941	968	3,665	1,823
Royal Engineers.							
	Aldershot - -	26	14	23	29	92	65
	Chatham - -	66	38	51	55	210	143
	Gibraltar - -	8	7	16	18	49	41
	Malta - -	4	2	6	12	24	13
	Mauritius - -	2	1	3	3	9	—
		106	62	99	117	384	262
	Total -	4,599	3,651	4,320	4,609	7,179	10,273

APPENDIX VIII.—No. 1.

APP. VIII. No. 1.

RESULT of the EXAMINATION of the under-mentioned NON-COMMISSIONED OFFICERS, SOLDIER, and CIVILIAN—Candidates for admission to the NORMAL SCHOOL.—August 1864.

Order of Merit.	Names.	Scripture.	English History.	Geography.	English Grammar.	Arithmetic.	Euclid.	Total.	Previous Profession.	Remarks.
	Full marks -	100	100	100	100	100	100	600		
1	Woodward, W.	30	83	73	76	83	82	427	Serjeant, 31st Foot.	Admitted.
2	Harris, J. J. -	44	60	75	75	58	94	406	Civilian -	
3	Dorman, J. -	50	55	57	75	68	100	405	Private, 37th Foot.	
4	* - - -	34	60	63	50	75	60	345	Non-commissioned Officer.	
5	- - -	12	36	51	35	40	24	198	Non-commissioned Officers.	Not qualified.
6	- - -	6	10	20	20	35	0	91		

* Rejected on account of former irregular conduct.

RESULT of the EXAMINATION of the under-mentioned NON-COMMISSIONED OFFICERS and CIVILIANS—Candidates for admission to the NORMAL SCHOOL.—January 1865.

Order of Merit.	Names.	Scripture.	English History.	Geography.	English Grammar.	Arithmetic.	Euclid.	Total.	Previous Profession.	Remarks.
	Full Marks -	100	100	100	100	100	100	600		
1	*Hoyle, John	48	41	84	70	89	57	387	Civilian -	Qualified.
2	Thompson, Jas.	53	30	59	61	100	81	384	Bombardier, Depôt Brig., R. A., Woolwich.	Admitted
3	† - - -	71	40	82	71	58	14	336	Civilian.	
4	Spiller, Thos.	25	31	47	62	64	78	307	Corporal, Depôt Brigade, R. A., Woolwich.	Admitted.
5	- - -	23	11	44	24	40	—	142	Non-commissioned Officers.	Not qualified.
6	- - -	10	8	34	12	17	0	81		

* Did not join the Asylum.
† Not qualified in respect to reading and spelling.

APP. VIII. No. 1.

ROYAL MILITARY ASYLUM, NORMAL SCHOOL.—EXAMINATION PAPERS for CANDIDATES, January 1865.

SCRIPTURE.

Rev. G. W. Langmead, M.A.

1. Give a summary of the life of Jacob, and the particulars of his burial.
2. Describe the battle at Rephidim.
3. Give an instance from the Old Testament, and one from the New, in which a lie was punished instantly, and explain the circumstances connected with each of these events.
4. Mention the facts peculiar to St. Matthew's Gospel.
5. Relate the chief events in the life of St. Peter which are recorded in the Gospels and in the Acts of the Apostles.
6. When "the Seventy returned" what did they say to our Lord, and what did He reply? In which Gospel is this recorded?

ARITHMETIC.

W. J. Reynolds, Esq., M.A.

1. Express in tons, cwts., qrs., and lbs. the weight of water in a reservoir containing 24,999,375 gallons.

Note.—A gallon of water weighs 10 lbs.

2. Find the value of 9,438 articles at 2*l.* 12*s.* 3*d.* each; and the payment on 108A. 1R. 30P. at 2*l.* 13*s.* 8*d.* an acre.
3. Calculate the length of paper required for plotting the survey of a district 4 miles 3 furlongs 35¾ yards in the longest extent, on a scale of 5 chains to an inch.

Note.—A chain is 22 yards long.

4. If 76A. 2R. 10P. are ploughed with 7 ploughs in 12½ days of 10 hours each, in how many days of 9 hours each might 43A. 2R. 1½P. be ploughed with 13 ploughs under similar conditions?
5. A dealer having a stock of an article of which the value increases by keeping, marks the unsold portion at the end of each year at an advance of 20 per cent. on the price at the beginning of the year. On January 1, 1861, the marked price of a certain portion was 31*l.* 5*s.* What is the price marked for this year, 1865?
6. Find the sum of $\frac{13}{18}$, $1\frac{5}{12}$, and $\frac{7}{15}$. Find also the difference between $\frac{5}{9}$ and $\frac{11}{20}$. Subtract the latter result from the former, and multiply the remainder by the quotient obtained by dividing $\frac{14}{17}$ by $4\frac{1}{6}$.
7. Find the sum of 18·5, ·005, and 3·017. Find also the difference between ·013475 and ·0005375. Divide (to 5 places of decimals) the latter result by the former. Express the quotient as a vulgar fraction in its lowest terms.
8. Reduce 6*l.* 16*s.* 6*d.* to a vulgar fraction in its lowest terms of 5*l.* 15*s.* 6*d.* Also reduce 7 cwt. 2 qrs. 24 lbs. to a decimal fraction of 27 cwt. 1 qr. 10 lbs.
9. Extract the square root of 50,495,236; also that of ·01061 to 5 places of decimals.

EUCLID.

1. Write out Euclid's definition of *a line, a plane angle, a plane rectilineal angle, a figure, a circle, a rhombus, a parallelogram.*
2. The angles which one straight line makes with another upon one side of it, are either two right angles, or are together equal to two right angles.

3. If a straight line fall upon two parallel straight lines, it makes the alternate angles equal to each other; the exterior angle equal to the interior and opposite upon the same side; and the two interior angles upon the same side equal to two right angles.

4. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

5. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the parts.

6. If a straight line be bisected and produced to any point, the square on the whole line thus produced, and the square on the part of it produced, are together double of the square on half the line bisected, and of the square on the line made up of the half and the part produced.

7. To describe a square that shall be equal to a given rectilineal figure.

English Grammar.

1. Define each of the following terms—*vowel, consonant, mute, liquid, diphthong, hiatus, monosyllable, pleonasm, solecism, tautology.*

2. Give a definition and an example of each of the following parts of speech—*a proper noun, a common noun, an adjective, a transitive verb, an intransitive verb, a relative pronoun, a preposition, an interjection, an adverb.*

3. Define each of the following terms—*gender, case.* Name the genders and the cases, and state how distinction of gender and case is expressed in the English language.

4. How do nouns ending respectively in *y, s, sh, x, o, f, fe,* form their plurals?

5. What is the meaning of the term *personal* as applied to pronouns? Decline the Personal and the Relative Pronouns.

6. Define the term *participle.* How many participles have all verbs (not defective), and what are their distinguishing names and terminations?

Write down the participles of each of the following verbs—*clothe, gild, kneel, let, lie* (to rest), *shear, shine, swell, work.*

7. Parse completely the following sentence:—

"What philosophy does in giving a homely and useful application "to its principles, and does often as only something by the way, rather "than as its great object, is in danger of being regarded as the only "thing it has ever done that was worth doing."

English History.

1. When did the Romans first attempt the conquest of Britain? Name the most distinguished generals engaged in its reduction, and give some account of their respective services.

2. What were the circumstances of the succession of Harold II. to the throne of England? Give some account of his death, and of the reign of his successor.

3. Name the kings of the House of Plantagenet, and give some account of the reign of the founder of this dynasty.

4. Give particulars respecting the career of each of the following personages:—St. Dunstan; Earl Godwin; Stephen Langton, Archbishop of Canterbury; Hubert de Burgh; Sir William Wallace; Joan of Arc.

APP. VIII. No. 1.

5. Mention the occasions during the Plantagenet period on which the barons appeared in arms against the king. Give some account of the causes, and relate the leading events of the insurrections.

6. State the origin, and give some account of the Wars of the Roses.

GEOGRAPHY.

W. J. Reynolds, Esq., M.A.

1. Define the geographical terms *north, axis, pole, equator, latitude, longitude.*

2. Name the zones of the earth, and explain how the limits of each are determined.

3. A traveller goes from the port of London to Calcutta, *viâ* Suez. Except while crossing the isthmus of Suez, he is conveyed the whole distance by ship. Name the seas, gulfs, bays, &c. he traverses, the straits he passes through, the principal capes he doubles, and the rivers on which he begins and ends his passage.

4. Vessels arrive in England from China, the Moluccas, Sydney, Buenos Ayres, Havanna, New Orleans, New York, the Baltic respectively. Name the chief objects of commerce which probably mainly constitute the cargo of each.

5. Name the three most important manufactures of England and of France respectively.

6. What is meant by the German Confederation? Name the kingdoms of Germany and their capitals. Name also the *principal* non-German States of the Austrian Empire, and their chief towns.

7. Enumerate twelve of the principal rivers of Europe, and name the country or countries through which each flows.

8. Name the country in which is each of the towns named below, the river on which it is situated, and the principal objects of trade or manufacture connected with it.

Newcastle, Sheffield, Cork, Glasgow, Paris, Marseilles, Rouen, Hamburg, Berlin, Vienna, Cologne, Breslau.

RESULT of the EXAMINATION of the under-mentioned FOURTH CLASS SCHOOLMASTERS for admission to the NORMAL SCHOOL, ROYAL MILITARY ASYLUM.—August 1864.

Order of Merit.	Names.	Scripture.	English History.	Indian and Colonial History.	English Grammar.	Geography.	Arithmetic.	Algebra.	Euclid.	Total.	Remarks.
	Maximum -	110	130	60	100	110	110	80	80	780	
1	Cochrane, H. -	81	105	38	83	98	44	48	60	557	Admitted to 1st Division.
2	Reid, W. -	68	89	41	93	84	44	40	23	482	
3	- - -	52	74	29	61	80	58	37	32	423	Unfit, consumptive.
4	Jesse, H. -	74	67	36	72	64	14	26	57	410	Ad. 1st Div.
5	Morrison, D. -	67	52	31	64	59	33	22	0	328	Do. 2nd do.

RESULT of the EXAMINATION of the under-mentioned FOURTH CLASS SCHOOLMASTERS and PUPIL-TEACHER, for admission to the NORMAL SCHOOL, ROYAL MILITARY ASYLUM.—January 1865. APP. VIII. No. 1.

Order of Merit.	Names.	Scripture.	English History.	Indian and Colonial History.	English Grammar.	Geography.	Arithmetic.	Algebra.	Euclid.	Total.	Remarks.
	Maximum -	110	130	60	100	110	110		80	780	
1	Wilson, A. -	62	89	27	79	90	66	35	69	517	Admitted to 1st Division.
2	Wilson, W. -	58	74	20	74	101	69	30	63	489	
3	Flood, J. -	49	65	20	72	82	80	44	63	475	
4	*Gilbert, J. -	80	66	6	80	76	77	21	43	449	Do. 2nd Division.
5	Pither, R. -	35	84	20	60	55	59	24	26	363	
6	Stevenson, W.	75	80	—	40	57	50	15	14	340	

* Pupil-teacher.

ROYAL MILITARY ASYLUM, NORMAL SCHOOL.—EXAMINATION PAPERS for FOURTH CLASS SCHOOLMASTERS.—January 1865.

SCRIPTURE.

Rev. G. W. Langmead, M.A.

1. Give a short sketch of the principal subjects of each of the five books of Moses.

2. Describe the sufferings and exaltation of Joseph in Egypt, and give the passages in the Psalms which refer to his history there.

3. What predictions do we find respecting the tribe of Judah? What place did this tribe take in the journeyings and encampments in the wilderness?

4. Who are described as "blessed" in the sermon on the mount? What do we read there about almsgiving and prayer?

5. Describe the passage of our Lord and His disciples across the sea of Galilee, as recorded in St. Matthew, viii. What miracle followed their landing in the country of the Gergesenes?

6. What was the substance of our Lord's conversation with the two disciples in their journey to Emmaus? In which gospel is this recorded?

ENGLISH HISTORY.

1. In what year was Britain abandoned by the Romans? Give some particulars respecting the general results of the Roman dominion in Britain; the condition of the country immediately after its desertion by the Romans; and the Saxon conquest of the island.

2. State the circumstances which led to the Norman conquest, and relate its chief incidents.

3. Give some account of the causes of the discontent at the government of Henry III., of the war between him and the barons, and of the subsequent reaction in his favour.

4. By whom was the government of the country conducted during the minority of each of the following kings:—Henry III., Richard II., Edward V., and Edward VI.? Give some account of each regency.

5. Give the date and an account of the Main and Bye Plots, the Gunpowder Plot, the Meal Tub Plot, and the Rye House Plot.

6. Write a brief account of the reign of Charles I.

APP. VIII. No. 1.

INDIAN AND COLONIAL HISTORY.

1. Over what portions of India did Sooraj-oo-Dowlah rule? Give some account of his life.

2. Give the date and an account of the storming of Seringapatam, the capture of Bhurtpore, the British defence of Jellalabad, and the siege of Moultan.

3. Give a short account of the governor-generalship of the Marquis of Hastings.

4. Name and locate the first British settlements effected in North America (United States), and give some account of their quarrels with the French Canadians.

5. Write a sketch of the history of Honduras and Trinidad.

6. Name and give the history of the British possessions which may be regarded as merely naval stations.

ENGLISH GRAMMAR.

1. Distinguish between *articulate* and *inarticulate* sounds. About how many sounds are there in the English language?

In what particulars are these sounds imperfectly represented in the English alphabet.

Classify as completely as you can the letters of the English alphabet?

2. Name and define each of the parts of speech.

3. Give a definition and an example of *a collective noun, an abstract noun, a definitive adjective, a relative pronoun, a passive verb, a neuter verb, an active verb, a transitive verb, an intransitive verb.*

4. Write down the plural of each of the following words, and state the rule to which each conforms: *journey, soliloquy, life, fife, cargo, cento, penny, majus, formula, mausoleum, ephemeron, ephemeris, axis, apex.*

How many *genders* are there in the English language?

Wherein does the English language differ from several other languages in the subject of gender?

State how distinction of gender is expressed in the English language?

Name and define the *cases.*

5. Decline the relative and the personal pronouns. Write down the *possessive* pronouns.

6. Write out the conjugation of the verb *to take,* as it is given in the text book.

7. Parse completely the following sentence:

"Whichever side the orator espouses, there are two things that must "be carefully studied by him, as was observed on a former occasion."

GEOGRAPHY.

W. J. Reynolds, Esq., M.A.

1. Name the plains of Great Britain, and describe their position.

2. Enumerate the most important manufactures of England, and name the countries from which the materials for those manufactures are respectively chiefly obtained.

3. Name the principal objects of commerce in Holland, in Belgium, and in Italy, and the chief ports of each of those countries.

4. Name the principal rivers of Germany, and also one or more towns situated on each. Name the other countries respectively which each river whose course does not lie wholly in Germany either flows through, or of which it partly forms the boundary. Describe the course of the Rhine *from its source to its mouth.*

5. Enumerate the principal objects of agriculture in Spain, in Greece, and in Russia in Europe respectively, and state the purpose for which each object named is cultivated.

6. Name in order the principal capes of Asia, and also the principal straits on the coasts of the continent, or of Asiatic islands.

7. Enumerate the countries of Asia, and name the race to which the inhabitants of each chiefly belong.

8. Describe the position of each of the following places, by naming the country in which it is, and the river, sea-coast, gulf, &c., on which it may be situated. Specify the principal objects of trade or manufacture at each place, and other circumstances which may distinguish it. Give the etymology of the name, when known.

Halifax, Coventry, Worcester, Belfast, Lyons, Amsterdam, Geneva, Rome, Madrid, Lisbon, Constantinople, Archangel.

ARITHMETIC.

W. J. Reynolds, Esq., M.A.

1. The Croton Waterworks discharge 111·1 cubic feet of water per second. Express in tons and cwts. the weight of water which they might discharge in three weeks.

Note.—A cubic foot of water weighs 62·5 lbs.

2. Find exactly the value of 51 tons 15 cwt. 2 qrs. 15 lbs. at the rate of 4*l.* 11*s.* 1*d.* per cwt.

3. If 55¼ lbs. can be lifted 26·4 feet by the amount of work which would just lift 14·3 kilogrammes 14·1 metres, what number (correct to one place of decimals) of kilogrammes could be lifted 11·7 metres by the work which would just lift 154·7 lbs. 18·5 feet?

3. A buyer of goods pays for insurance $\frac{1}{12}$th per cent. on the invoice price, and is allowed a discount of 9 per cent. off that price for prompt payment. On the whole the goods cost him 1,461*l.* 17*s.* 9*d.* Calculate the invoice price.

5. Reduce the fraction $\frac{120591}{143395}$ to its lowest terms.

6. Multiply ·04545 by 3·03303. Divide the product by 49·5495, obtaining the quotient as a circulating decimal.

7. Reduce 1*l.* 12*s.* 8*d.* to a decimal of 5*s.* 4*d.*, and 1 mile 5 furlongs 145 yards to a decimal of a furlong.

8. Prove by evolution that the square root of 81·787 coincides with the cube root of 739·63 as far as the fourth place of decimals inclusive.

9. An opening in the form of a rectangle 16 feet wide and 18 feet high, surmounted by a semicircle of which the diameter is equal to the width of the rectangle, is boarded up, and the boards are covered with a layer of paint of uniform thickness. The paint, before being laid on, filled a cylindrical vessel 11 inches in diameter, and 15½ inches high (measured inside). Calculate, to 3 places of decimals, the thickness of the layer of paint.

ALGEBRA.

W. J. Reynolds, Esq., M.A.

1. If $x=\frac{3}{4}$, $y=\frac{1}{6}$, find the numerical value of

$$\sqrt{\frac{13}{27}\times\frac{\{2\times4x-(2x-3y)\}^3-2\{4x-(2x-3y\}^3-8(x-3y)(4x^3-9y^2)}{xy2(x+y)(2x+y)(x+2y)}}$$

2. Divide $a^{12}-a^{10}b^2+11a^2b^{10}+9b^{12}$ by $a^4+2a^2b^2+b^4$.

3. Resolve the following expressions into their elementary factors:

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(*a*) $(x^3-y^3)(x^6y^2-x^2y^6)$.
(*b*) x^3-3x^2-40x.
(*c*) $6x^2+55x-50$.

4. Extract the square root of
$49-70x+67x^2-30x^3+9x^4$.

5. Find the G. C. M. of
$12x^3-59x^2+82x-99$ and $18x^3-24x^2-178x+88$.

6. Solve the following equations:

(*a*) $\frac{3x}{5}-\frac{7x}{16}+2\frac{39}{40}=\frac{4x}{25}+\frac{x}{2}-2$.

(*b*) $\frac{8x+97}{15}+\frac{43-2x}{x-14}=\frac{4x+7}{6}-\frac{3+2x}{15}$.

(*c*) $\left.\begin{array}{l}3(2x-5y+7)-4(3y-x)=3x+8\\11-5(y-4x)=15(x-y+1\end{array}\right\}$

7. The termini of a railway 126 miles long are A and C, and the station B, at which a certain train stops 15 minutes, is 70 miles from A. The whole journey from A to C takes 15 minutes less than twice as long as the journey from A to B. Determine the average rate of the train, including all stoppages except that at B.

8. A. laid out money in buying shares of two companies. If he had sold out 6 months later, he would have lost (by sale) 35*l.* less than half of his outlay in the shares of the first company, $11\frac{2}{3}$*l.* more than $\frac{1}{3}$rd of his outlay in those of the second, and on the whole would have received 10*l.* less than $\frac{2}{3}$ths of his original outlay. When he did sell out, 6 months afterwards, he lost (by sale) 10*l.* less than $\frac{1}{3}$th of his outlay in the shares of the first company, and gained 14*l.* less than $\frac{1}{10}$ of his outlay in those of the second, so that his gain on the whole was 94*l.* less than $\frac{1}{20}$th of his original outlay. Determine the sums laid out in the shares of each company.

EUCLID.

1. Write out Euclid's definition of *a point, a plane superficies, an obtuse angle, a circle, an oblong, a gnomon, a segment of a circle, the angle of a segment, the angle in a segment.*

2. If a straight line falling on two other straight lines, make the alternate angles equal to each other; these two straight lines shall be parallel.

3. The complements of the parallelograms, which are about the diameter of any parallelogram, are equal to each other.

4. If a straight line be divided into any two parts, the squares on the whole line, and on one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

5. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle, by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.

6. If two circles cut one another, they shall not have the same centre.

7. In equal circles, equal straight lines cut off equal arcs, the greater equal to the greater, and the less equal to the less.

8. From a given circle to cut off a segment which shall contain an angle equal to a given rectilineal angle.

APPENDIX VIII.—No. 2.

EXAMINATION of the 1st DIVISION of SUTDENTS at the NORMAL SCHOOL, ROYAL MILITARY ASYLUM, in June 1864.

Order of Merit.	Names.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture.	English Grammar.	Geography.	History. English.	History. Indian and Colonial.	Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
	Maximum Marks -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum Marks -	—	55	40	40	40	40	215	55	50	55	65	30	37	50	75	40	37	40	750	
1	Gooding, Robert. -	26	106	79	68	60	52	365	86	80	77	91	42	70	50	120	60	64	72	1177	
2	Porter, John - -	13	77	76	58	39	52	302	81	75	88	91	42	45	60	110	79	54	52	1079	
3	Ransom, Charles G. -	16	94	76	69	36	50	325	83	70	83	78	36	60	60	100	43	52	76	1066	
4	Edmonds, Alfred W. -	14	97	80	74	43	34	328	93	55	77	104	51	68	60	60	63	50	56	1065	
5	Ewart, Patrick - -	12	94	68	73	45	40	320	85	60	83	98	42	35	60	100	45	42	76	1046	
6	Brown, John - -	11	107	67	58	33	47	312	87	50	66	91	45	20	70	100	67	71	64	1043	
7	Wonnacott, William -	15	86	57	55	38	27	263	72	70	88	85	36	63	55	90	60	69	80	1031	
8	Munro, William - -	19	91	71	48	46	46	302	78	70	77	78	42	40	53	100	40	52	80	1012	
9	Baker, Isaac - -	21	101	64	66	42	55	328	70	80	72	91	39	30	55	120	33	37	48	1003	
10	Baston, Edward -	10	80	70	40	32	17	239	68	80	88	104	48	70	67	50	48	60	77	999	Qualified.
11	Thompson, John -	18	100	63	67	49	19	298	92	50	88	78	36	50	50	70	57	50	64	983	
12	Abbott, John - -	28	95	62	67	44	23	291	85	70	66	85	39	40	20	80	75	66	40	957	
13	Palmer, Richard -	17	70	56	44	20	19	209	60	80	88	91	39	68	50	90	62	42	64	943	
14	Wells, James - -	24	79	57	58	25	17	236	84	70	77	85	36	68	25	90	78	32	60	941	
15	Atwell, Arthur - -	25	92	69	37	40	35	273	91	80	77	78	45	45	50	60	35	18	80	932	
16	Burton, Tom W. -	23	72	62	53	27	20	234	63	85	88	91	42	55	45	80	37	32	64	916	* To remain in normal school for a period of 6 months longer.
17	Hopkins, John - -	27	93	56	61	47	40	297	84	65	66	78	30	48	40	50	41	49	32	880	
18	Pell, Richard - -	29	92	63	43	29	26	253	59	65	1	78	36	30	25	60	70	55	68	860	
19	Healy, Thomas P. -	22	66	39	42	35	32	214	84	60	5	72	27	35	38	50	65	41	56	792	
20	Floyd, William - -	20	102	62	49	42	33	288	67	40	53	50	30	15	20	50	50	40	34	748*	

Examination of the 1st Division of the Normal School, Royal Military Asylum, in December 1864.

Order of Merit.	Names.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum Marks -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum Marks -	—	55	40	40	40	40	215	55	50	55	65	30	37	50	75	40	37	40	750	
1	Mallory, Fred. - -	15	95	80	66	71	74	386	87	92	93	125	47	65	43	115	75	75	80	1283	Qualified.
2	Compton, Jno. B. -	14	99	60	64	75	63	361	96	100	80	100	33	60	70	60	65	44	80	1149	
3	Shaw, Geo. - - -	11	86	55	74	54	52	321	96	73	88	100	34	55	35	85	50	75	80	1092	
4	Small, James - -	17	92	54	54	44	53	297	107	83	86	94	52	65	80	80	30	57	40	1071	
5	Read, Wm. - -	12	88	42	62	57	44	293	77	80	100	107	29	60	67	80	70	41	65	1069	
6	Cochrane, Henry -	13	83	62	49	50	44	288	83	91	109	87	40	55	33	70	47	66	68	1037	
7	Jesse, Henry - -	16	78	49	46	40	37	250	87	52	97	81	32	35	60	80	70	68	65	977	
8	McArdle, James - -	10	78	38	64	49	35	264	76	79	76	81	25	55	75	75	60	51	40	957	
9	Hawkins, Wm. - -	19	92	57	45	53	32	279	81	65	74	62	23	60	48	45	45	33	45	860	
10	* - - - - -	20	66	56	41	38	52	253	82	72	74	60	25	15	0	50	55	40	70	796	
11	- - - - - -	18	74	20	17	28	28	167	67	31	25	32	14	45	35	55	55	18	35	579	Failed.

* Ordered to rejoin his regiment, being disqualified in reading and writing.

ROYAL MILITARY ASYLUM, NORMAL SCHOOL.—December 1864. APP. VIII. No. 2.

ARITHMETIC AND MENSURATION.

Rev. Canon Heaviside, M.A.

1. Eighteen labourers receive amongst them 11*l.* 14*s.* for a week's (six days) work; what is the daily pay of each labourer?

2. A person after paying 7*d.* in the pound for income tax on his income, has 816*l.* 9*s.* 5*d.* remaining; what is his gross income?

3. If an engine of 15-horse power could empty a mine of water 56 feet deep by working eight hours a day for nine days, what depth of mine could be emptied by an engine of 20-horse power working six hours a day for 27 days?

4. At what rate per cent. simple interest, will 530*l.* 8*s.* amount to 596*l.* 14*s.* in four years?

5. A grocer made a mixture of black tea which cost him 4*s.* a pound, with green tea which cost him 6s. a pound; by selling the mixture at 5*s.* a pound he gained 15 per cent. on the price of the black tea, and 20 per cent. on that of the green tea. In what ratio were the different teas mixed together?

6. Reduce to its lowest terms $\frac{6400}{7395}$; and express $\frac{13}{15}\ \frac{17}{20}\ \frac{29}{30}$ as equivalent fractions having the least common denominator.

7. Explain the notation of decimal fractions, and show why ciphers may be added to the right-hand side of a decimal without affecting its value.

Multiply 567·125 by ·08, and divide 10 by ·00125.

8. Express $\left(\frac{2}{5}\right)^3$, (1) as a vulgar fraction, (2) as a decimal: extract the square root of 144·04080289.

9. Find the area of a right-angled isoceles triangle, the square of one of the equal sides of the triangle being 288 feet.

10. The side of a rhombus is 40 feet and its longer diagonal 69·28; find its area and the other diagonal.

11. If 30 cubic inches of gunpowder weigh one pound, what weight of powder will fill a shell whose internal diameter is nine inches?

ALGEBRA.

Rev. Canon Heaviside, M.A.

1. Arrange the product $(x-a)\ (x-b)\ (x-c)$ according to powers of (x), and thence prove

$$(x-a)^3 = x^3 - 3x^2a + 3xa^2 - a^3.$$

2. Divide $a^4x^4 + 4ax + 3$ by $a^2x^2 + 2ax + 1$.

3. Show that the least common multiple of two numbers may found by dividing their product by their greatest common measure.

Find the least common multiple of

$$(x+2y),\ (x^2-4y^2),\ x^3-8y^3).$$

4. Solve the following equations,

(1) $\frac{3x-1}{7} + \frac{x+2}{28} - \frac{x-2}{6} = 2 - \frac{6-x}{4}$

(2) $\frac{x}{6} + \frac{y}{4} = \frac{1}{6} = 5x - 7y.$

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(3) $x^2 - 5x + 13 = 7.$

(4) $\left.\begin{aligned} \frac{x^2}{a^2} + \frac{y^2}{b^2} &= 2 \\ xy &= ab \end{aligned}\right\}$

5. A person bought a certain number of railway shares for 80 guineas; had he bought four more shares for the same sum, they would have cost him a guinea a share less. What number of shares did he buy, and what was the price of each?

6. Find the sum of n terms of the series a, $a - b$, $a - 2b$, &c.; show that the sum of the series is equal to the first and last term added together and multiplied by half the number of terms.

Find the sum of 4, -3, -10, to 20 terms.

7. Find the limit of the sum of the series $1 + \frac{1}{3} + \frac{1}{9} +$ &c., and determine the harmonic mean between $(a - b)$ and $(a + b)$.

8. Show how to determine the number of permutations of (n) things taken three at a time.

If hands of three cards are drawn from a pack of 52 and played in any order, determine the number of possible variations that can be made.

9. Expand by the Binomial Theorem to five terms, $(a^2 - x^2)^{\frac{1}{2}}$. Write down the tenth term of $(1 + x)^{-3}$. Find $(x + y\sqrt{-1})^3 + (x - y\sqrt{-1})^3$.

10. Find the amount of 550*l.* for three years at 5 per cent. compound interest, the interest being payable yearly.

EUCLID.

Rev. Canon Heaviside, M.A.

1. State Euclid's twelfth axiom. Enunciate and prove the proposition in Euclid's first book, in which this axiom is referred to.

2. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

What will be the form of the given triangle and the given rectilineal angle, when the parallelogram described is a square?

3. A and B are two points in a plane, and CD a straight line, find a point in CD equidistant from A and B. Is this always possible?

4. If a straight line be divided into any two parts, the squares of the whole line and of one of the parts are equal to *twice the rectangle contained by the whole and that part, together with the square of the other part.*

If the straight line be bisected, show that the rectangle and square mentioned above in italics are equal to five times the square of half the line.

5. In an obtuse-angled triangle, enunciate and prove the proposition which states that the square of the side opposite the obtuse angle exceeds the sum of the squares of the sides containing the obtuse angle by a certain rectangle.

6. If two circles touch each other internally, the straight line that joins their centres shall pass through the point of contact.

7. Upon a given straight line describe the segment of a circle that shall contain an angle equal to a given rectilineal angle, and that angle obtuse.

If the angle be a right angle and a half, what portion of the circumference of the circle will the segment contain?

8. In a given circle inscribe a triangle equiangular to a given triangle.

9. Inscribe an equilateral and equiangular hexagon in a given circle.

LOGARITHMS AND TRIGONOMETRY.

Rev. Canon Heaviside, M.A.

1. Given $\log_{10} 2 = \cdot 301030$, write down with their proper characteristics $\log_{10} 2000000$ and $\log_{10} \cdot 0000002$. Find from the above, without the aid of the tables, $\log_{10} \cdot 05$ and $\log_{10} 1 \cdot 6$.

2. Find by means of the tables,

(1) $(\cdot 000724)^{\frac{4}{3}}$.

(2) The 9th term of the series $1 + \frac{22}{23} + \left(\frac{22}{23}\right)^2 +$ &c.

3. Write down the values of cos 180°, tan 90°, cosec 270°. What is the sign of the tangent in each of the first four quadrants? If $\sin 90^\circ = \tan A$, what is the angle A?

4. Prove,

(1) $\sin A = \sin (180 - A)$.

(2) $\tan A \,.\, \cot. A = 1$.

(3) $\sin 60^\circ = \frac{\sqrt{3}}{2}$.

5. Prove, without assuming the formula for sin (A + B), that $\sin 2A = 2 \sin A \cos A$.

6. Prove $\tan (A + B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$. Hence deduce a formula for tan (A + B + C) in terms of tan A, tan B, tan C.

7. In a right-angled triangle ABC, C the right angle, given BC = 36·25 feet, AC = 42·15 feet, solve the triangle.

8. In a triangle of which each angle at the base is double the angle at the vertex; given the base 200 feet, solve the triangle.

9. AC and AB are two railroads inclined at an angle of 52° 50′, C is a station, AC is 75 miles; a train starts from A along AB at the rate of 20 miles an hour, in what *times* will the train be 60 miles distant from C?

10. ABCD is a quadrilateral inscribed in a circle whose radius is 25 inches, AB, BC, CD are 30, 40, 35 inches respectively, find the fourth side of the quadrilateral and its area.

MATHEMATICS.

Rev. Canon Heaviside, M.A.

1. When a horse-power is said to be measured by 33,000, what units are referred to? A weight of three tons is to be raised from a depth of 50 fathoms in one minute, determine the horse-power of the engine capable of doing the work.

2. What would be the cost per ton of raising coals from a pit whose depth is 25 fathoms, by means of a horse; 8*s*. a day being the cost of the horse and driver, and it being given that the horse performs 22,000 effective units of work per minute, working for a day of eight hours.

3. What must be the effective horse-power of a locomotive engine which moves at the rate of 20 miles an hour upon a level rail, the weight of the train being 50 tons and the friction 8 pounds per ton.

4. If a body be moved up an inclined plane without friction, the work performed is equal to the product of the weight of the body in pounds by the vertical height in feet through which it is raised. Show also if the inclination of the plane be small how the work of friction is to be calculated.

A train of 90 tons ascends an incline at the uniform rate of 20 miles an hour, the rise being $\frac{1}{2}$ in 100 feet, what must be the effective horse-

App. VIII. No. 2.

power of the engine, the resistance of friction being eight pounds per ton?

5. Show how the effective pressure of the steam in a high-pressure engine is estimated; if the pressure of the steam be 60 pounds on the square inch, show how to calculate the effective pressure? The area of the piston of a steam engine is 2,000 square inches, the mean effective pressure of the steam 20 pounds, the length of the stroke eight feet, the number of strokes per minute 20, required the horse-power of the engine.

6. Give an example of a lever (1) acting at a mechanical advantage, (2) not so acting. How is the weight of a uniform lever itself taken into account in considering its condition of equilibrium, when acted on by weights at each extremity. If the arms of a false balance be without weight, and if a weight (w) has an apparent weight of 16 pounds when suspended from one extremity and 9 pounds when suspended from the other extremity of the arms; find the true weight of w.

7. The length of an inclined plane is 100 feet, the height 3 feet, the weight of a body resting on it 50 pounds, the friction $\frac{1}{250}$th of the weight, what pressure will be required just to move the body up the plane.

8. How is accumulated work in a moving body estimated? A ball weighing 40 pounds is projected with a velocity of 60 feet per second on a smooth bowling green, what space will the ball move over before it comes to a state of rest, the friction being $\frac{1}{10}$th of the weight of the ball.

9. Define specific gravity, and show how to determine the specific gravity of a solid body by weighing it in a liquid.

A solid, whose true weight is 600 grains, weighs 400 grains in water and 300 grains in sulphuric acid; required the specific gravity of the acid.

Scripture.

Rev. G. W. Langmead, M.A.

1. Describe the ceremonies which accompanied the sending away of the scape-goat. On what day did they take place, and what other circumstances were peculiar to this day?

2. Give an account of the budding of Aaron's rod. Where is there an allusion to this rod in the New Testament?

3. Describe the passage of the Israelites over Jordan, with all the particulars connected with it. Where is "the swelling of Jordan" alluded to in the Prophets?

4. What passed in the interview of Joshua with the Gibeonites? On what occasion did God afterwards punish a breach of the promise then made to them?

5. On what occasions were the following sentences spoken by our Lord?

a. "No prophet is accepted in his own country."
b. "Him that cometh to me I will in no wise cast out."
c. "I am the resurrection and the life."
d. "Render therefore unto Cæsar the things which are Cæsar's, and unto God the things that are God's."
e. "If they do these things in a green tree, what shall be done in the dry?"

6. Give the leading events in the lives of Esau, Phinehas, Caleb, Barnabas, Silas, and Timothy.

7. Where is Joppa? In what manner is it brought under our notice in the Acts of the Apostles, and with what prophet's history is it connected?

What was the cause of the assembling of the first Apostolic Council? Who presided on that occasion, and in giving his decision what passage of Holy Scripture did he quote?"

English Grammar.

W. Stebbing, Esq., M.A.

1. What is expressed by the indicative, subjunctive, and infinitive moods respectively?

2. Explain the terms *verb substantive, accidence, diminutive, apposition, distributive pronoun.* Give examples.

3. It is said in Hunter's Grammar, p. 34: "Our language possesses "an advantage over almost all others in permitting us to assign life "and sex imaginatively to inanimate objects." Explain this.

4. Mention four defective verbs, and four defective substantives. Mention the parts in respect of which they are severally defective.

5. Enumerate the parts of speech in English. May any words be regarded as belonging, sometimes, to one, sometimes, to another part of speech?

6. Compose a passage of two or three sentences, to illustrate the use of the different stops in English.

7. State, with examples, the difference in the use of *all* and *every*, *ye* and *you*, *my* and *mine*, *shall* and *will*.

8. State the rules which apply to the formation or construction of the words in italics: Eight *Henrys* have reigned in England; The people *were* assembled; When *Science'* self destroyed her favourite son; The son and successor of Mr. Smith *was* there.

9. Point out any peculiarities in the construction of the following: "These mean pretences, I detest them; Methought I saw my late "espoused wife; A troop of fifty horse was raised; They went up to "Jerusalem for to worship."

Geography.

W. Stebbing, Esq., M.A.

1. Specify the various agencies which influence climate. Illustrate your answer by reference to the climate in different parts of Europe.

2. Describe the situation of the Mountains of the Moon, and the Hartz, Taurus, Grampian, and Alleghany mountains.

3. Where are Sydney, Smyrna, Callao, Riga, Suez, Cincinnati situated? In what does the importance of these towns consist?

4. Give an account of the climate, aspect, and resources generally of the kingdom of the Netherlands.

5. What are the principal manufacturing districts of Continental Europe, and the articles most generally manufactured in each? Account very briefly for the development of the particular trade in each case.

6. Can you explain, on geographical grounds, the commercial prosperity of Greece in ancient times, Italy during the middle ages, and England in modern times?

7. Describe the aspect, climate, and resources generally of Ireland.

8. What are the great divisions of *Further India, Australia, Central America, the Barbary States?* Give a short account of any one of these four regions.

English History.

W. Stebbing, Esq., M.A.

1. Show the descent of Edward the Confessor from Egbert, of Henry VIII. from Lionel duke of Clarence, and of George III. from James I.

App. VIII. No. 2.

2. Explain very briefly the nature of the feudal system, the Investiture dispute, the Star Chamber.

3. On what charges were Sir Thomas More, the Earl of Essex, the Earl of Strafford, and William Lord Russell condemned to death?

4. On what great occasions, and through what causes, have disputes arisen between the House of Commons and the Sovereign?

5. Refer very briefly to the provisions of the Petition of Right, the Habeas Corpus Act, and the Bill of Rights.

6. Describe very briefly the battles of Bannockburn, Cressy, Blenheim, Waterloo.

7. State the causes (not the events) of our several wars with France, during the seventeenth and eighteenth centuries.

8. Describe shortly the origin and chief incidents of the American War of Independence.

9. Give the names and the dates (nothing more) of the great battles fought during the Wars of the Roses and the reign of Charles I.

Indian and Colonial History.

W. Stebbing, Esq., M.A.

1. What have been the principal wars between Great Britain and the Mahratta powers?

2. Describe briefly our wars with the Sikhs.

3. What districts are occupied by the Pindarrees, the Rohillas, the Gorkhas? Mention occasions on which these names occur in the history of British India.

4. What memorable events happened in India during the administrations of Lords Cornwallis and Minto?

5. What were the chief charges brought against Warren Hastings? Where they true to any, and what extent?

6. On what occasions in the history of the British dependencies do you meet with the names of Admiral Penn, Amherst, Rodney, Eliott?

7. Describe very briefly the circumstances under which we acquired our present North American possessions.

8. Enumerate the permanent additions made to our Colonial Empire between 1789 and 1815. At the cost of what nations where they severally made.

9. How did the Acts passed in the years 1784 (Mr. Pitt's India Bill), 1813, and 1833, affect the powers of the East India Company?

Experimental Sciences.

Professor Abel, F.R.S.

1. Enumerate some tests by which you would distinguish between the following gases: nitrogen, carbonic acid, carbonic oxide, protoxide of nitrogen, binoxide of nitrogen.

2. Describe how you would prepare protoxide of nitrogen, binoxide of nitrogen, and nitric acid; and represent in symbols the chemical changes which attend their production.

3. Name the elements of which chlorine is the type, and draw a comparison between the characteristic properties of the latter and those of the other elements named by you.

4. What are the principal sources of sulphur? Name its most important physical properties, and the compounds which it forms with oxygen, hydrogen, and carbon.

5. What are the non-metallic elements contained in *boraæ, sal-ammoniac, orpiment, sugar, diamond, quartz, bone-earth?*

6. Some fish, confined in a small volume of water, are soon observed to become distressed, and continue to live but a short time, although

you supply them with food. Why is this, and what measures could you adopt to enable the fish to live in a small vessel of water?

7. Why are pumps and fountains surrounded by straw in frosty weather? When I want to preserve ice in summer I wrap it in flannel; why? Explain the action of clothing, and the influence of its colour in keeping the body warm.

8. State, as far as you know, what changes take place when water passes from the vaporous to the liquid state, and from the liquid to the solid state.

9. Explain why a thermometer, the bulb of which is covered with moist muslin, usually indicates a lower temperature than one which is exposed in the ordinary manner. Illustrate your explanation by analogous cases, in which there is a diminution of temperature.

10. A pith ball suspended by a silk thread is to be charged with negative electricity. How would you accomplish this? Supposing the thread to be wet, what would be the result?

11. You are provided with a piece of sheet *india-rubber* and some tinfoil. Describe how you would apply these to demonstrate the principles of the Leyden jar.

12. Give a full description of the action of some particular form of voltaic battery. Of what different arrangements is it susceptible, and how are the results which it furnishes influenced by them?

Permanent Fortification.

1. What works compose the enciente or body of the place, in Vauban's First System?

2. Where are the outworks situated, what are their names, and what is the general use of them?

3. What name is given to that portion of a fortification which is constructed on one exterior side?

4. Describe a bastion, and the difference between full and empty bastions.

5. In what way does a glacis affect the revetment?

Field Fortification.

1. State in what particular respects field fortification differs from permanent.

2. Why is it usual to have some parts of a work salient, and other parts re-entering, instead of it being traced in a straight line.

3. What, under ordinary circumstances, is the height of the parapet, and under what circumstances is this rule deviated from?

4. What is meant by reveting a slope, and when is it necessary to do so?

5. State the objection to a square redoubt, and in what manner the defect may be remedied.

Music.

G. W. Martin, Esq.

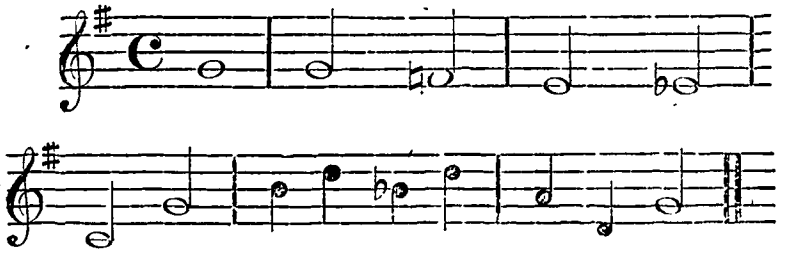
1. Give a short outline of the mode of training the ear to distinguish between one sound of the scale and another.

2. Having trained the ear thus far, you would proceed to educate the eye in the characters used in musical notation to represent the pitch and duration of sounds. State the principal characters used for this purpose, and give the order in which you would introduce them to your pupils.

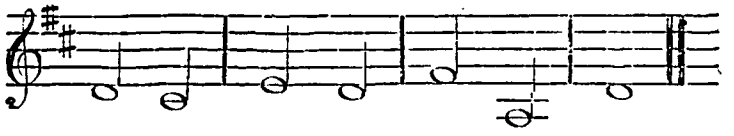
3. State what plan you would adopt in order to fix in the mind the nature of the two kinds of accent.

APP. VIII. No. 2.

4. Transpose the following passage to the scale of F.



5. Explain the difference between short score and full score; and transpose the following passage to the bass cleff.



6. Explain what relationship exists between a major scale and its relative minor, and write out the upper tetrachord, ascending and descending, of the scale A minor.

7. Explain what is meant by modulation, and give an example.

8. Explain the use of a cleff, stave, bar, scale, signature, time signature.

APPENDIX VIII.—No. 3.

COUNCIL OF MILITARY EDUCATION.

SCHOOLMASTER'S SPECIAL CERTIFICATE.

FIRST CLASS.

_____ having highly distinguished himself in the Training Schools of the Royal Military Asylum, Chelsea, and having been recommended by the Council of Military Education, is hereby awarded, under the authority of His Royal Highness the Field Marshal Commanding in Chief, this Special Certificate of the First Class.

Dated,
Office of the Council of Military Education,
this ____ day of _____ 18____.

COUNCIL OF MILITARY EDUCATION.

SCHOOLMASTER'S SPECIAL CERTIFICATE.

SECOND CLASS.

_____ having distinguished himself in the Training Schools of the Royal Military Asylum, Chelsea, and having been recommended by the Council of Military Education, is hereby awarded, under the authority of His Royal Highness the Field Marshal Commanding in Chief, this Special Certificate of the Second Class.

Dated,
Office of the Council of Military Education,
this ____ day of _____ 18____.

COUNCIL OF MILITARY EDUCATION.

SCHOOLMASTER'S ORDINARY CERTIFICATE.

_____ having passed satisfactorily through the Training Schools of the Royal Military Asylum, Chelsea, and having been recommended by the Council of Military Education, is hereby awarded, under the authority of His Royal Highness the Field Marshal Commanding in Chief, this Ordinary Certificate of Qualification.

Dated,
Office of the Council of Military Education,
this ____ day of _____ 18____.

APP. VIII. No. 4.

APPENDIX VIII.—No. 4.

LIST of BOOKS and SCHOOL MATERIAL now supplied to STUDENTS, and which they are required to retain after being appointed Army Schoolmasters.

1 Holy Bible.
1 Book of Common Prayer.
1 Wheeler's Analysis of Old Testament History.
1 Wheeler's Analysis of New Testament History.
1 McLeod's Atlas of Scripture Geography.
1 The Earnest Communicant.
1 Prophecies relative to the Messiah.
1 Bloomfield's Manual of Private Devotion.
1 McLeod's Geography of Palestine.
1 Hyde's Fortification.
1 Reid's Dictionary.
1 Ross's History of England.
1 Cust's Annals of Wars, Vols. I., II., III., IV., and V.
1 Hunter's English Grammar.
1 Cornwell's Geography.
1 Cornwell's Atlas.
1 Voigt's Ancient Atlas.
1 Pott's School Euclid.
1 Colenso's Arithmetic.
1 Colenso's Algebra. Part I.
1 Solomon's Arithmetical Tables.
1 Tate's Mechanics.
1 Chambers' Mathematics.
1 Chambers' Mathematical Tables.
1 McFarlane's History of British India.
1 Stockhardt's Chemistry.
1 Patterson's Zoology.
W. Hughes's Maps, viz. :—
1 Western Hemisphere.
1 Eastern Hemisphere.
1 Europe.
1 British Isles.
1 Palestine.
1 Asia.
1 Africa.
1 North America.
1 South America.
1 Box Mathematical Instruments.
1 Set Marquois Scales.
1 Portfolio.
1 Drawing Board (canvas).
1 Slate.

APPENDIX IX.—No. 1.

APP. IX. No. 1.

STATEMENT of LECTURES given to the TROOPS in the Winter of 1864–65.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Concerts.	Total of Lectures.	Estimated No. of Men at each Lecture.
Aberdeen	—	2	7[1]	—	9	80 to 150
Aldershot	1	6	103	2	112	120 „ 230
Athlone	—	—	17	1	18[2]	50 „ 280
Ballincollig	—	5	—	—	5	95 „ 130
Barbadoes	—	—	5	—	5	75 „ 140
Belfast	—	—	26	4	30[3]	80 „ 350
Bermuda	—	—	3	—	3	40 „ 160
Birr	—	1	22	1	24	40 „ 250
Buttevant	—	—	—	—	—	—
Canterbury	—	5	6	6[4]	17	95 „ 1,073
Chatham:						
1st Dep. Batt. and R.A.	—	—	41	—	41	44 „ 104
2nd Depôt Battalion	—	—	14	—	14	45 „ 115
3rd Depôt Battalion	—	—	10	—	10	60 „ 148
Colchester	—	2	34	1	37	60 „ 250
Corfu	—	—	13	—	13[5]	50 „ 250
Cork	1	1	4	—	6	75 „ 140
Curragh	—	—	95	—	95	66 „ 285
Devonport	—	1	6[6]	—	7	200 „ 450
Dover	—	—	—	—	—	—
Dublin	—	—	74	—	74	40 „ 210
Edinburgh	1	3	9	2	15	12 „ 287
Fermoy	—	2	6	3	11	100 „ 600
Gibraltar	—	—	71	4	75[7]	30 „ 750
Glasgow	—	1	12	—	13	80 „ 230
Hamilton, Canada West	—	—	5	—	5	60 „ 200
Hounslow	—	3	2	—	5	80 „ 180
Kingston, Canada West	—	—	12	—	12	80 „ 100
Leith Fort	—	—	9	—	9	14 „ 48
Limerick	—	—	12	—	12	102 „ 297
Malta	—	1	30	—	31	150 „ 220
Manchester; 3rd Hussars and 1st Batt. 8th Foot.	—	13[8]	—	13	26	71 „ 620

[1] One lecture given by Serjeant McPhee.

[2] At all the lectures songs and duets were sung by the children's choir.

[3] Two lectures given by friends. The concerts were given by officers and soldiers.

[4] The concerts were given by the Garrison Musical Union. Vocal and instrumental music also in connexion with the lectures.

[5] These lectures were given in 1863–64.

[6] At intervals there were glees sung by the children's glee class.

[7] This includes seven readings. Glees and songs by the singing class of the Rifle Brigade given in connexion with the readings.

[8] Eleven of these were by friends or paid lecturers. The conductors of the concerts were Schoolmaster McLean and Bandmasters Money and Stradiot.

APP. IX. No. 1.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Concerts.	Total of Lectures.	Estimated No. of Men at each Lecture.
Mauritius	—	—	25	—	25	32 to 44
Montreal, Canada East:						
1st Batt. P. C. O. Rifle Brigade.	1	—	10	10[1]	21	63 „ 400
4th Batt. 60th Rifles	1	—	7	—	8	50 „ 125
R. Art. and R. Eng.	—	—	8	—	8	80 „ 200
30th Regiment	—	—	3	—	3	40 „ 370
63rd Regiment	1	—	6	—	7	90 „ 200
Netley Hospital	1	—	14	1	16[2]	200 „ 400
Newbridge	—	—	16	—	16	150 „ 330
Newcastle (Jamaica)	—	—	4	4	8	130 „ 300
Parkhurst	—	—	5	6[3]	11	44 „ 390
Pembroke Dock	—	—	7	—	7	100 „ 300
Portsmouth	2	2	85	—	89	12 „ 509
Preston	—	—	16	—	16	50 „ 300
Quebec, Canada East:						
1st Batt. 17th Regiment	—	—	45	—	45	70 „ 200
1st Batt. 25th Regiment	—	—	10	—	10	100 „ 260
Royal Hibernian School	—	—	6	—	6	200
Royal Military Asylum	—	—	20	—	20[4]	240 „ 280
Sheerness	—	—	11	—	11	68 „ 204
Shoeburyness	—	—	9	—	9	40 „ 120
Sheffield	—	—	16	1	17	20 „ 140
Shorncliffe	—	1	26	—	27	20 „ 150
Stirling Castle	—	—	—	—	—	—
Templemore	—	4	—	—	4	100 „ 300
Toronto, Canada West:						
1st Batt. 16th Regiment and R.A.	—	—	14	—	14	40 „ 150
Royal Artillery	—	—	8	—	8	15 „ 160
1st Batt. 16th Regiment and R.A.	—	—	12	—	12	50 „ 150
Walmer	—	1	10	—	11	60 „ 300
Warley	—	—	12	—	12	58 „ 273
Wellington Barracks, London.	2	—	20	4	26	80 „ 140
Winchester	—	—	5	—	5	160 „ 330
Windsor	—	1	19	3[5]	23	28 „ 350
Woolwich	10	—	61	16	87[6]	30 „ 500
York	—	—	1	—	1	85
Total	21	55	1,159	82	1,317	

[1] These concerts were given by the glee class taught by Schoolmaster Foster.

[2] One theatrical performance was given by officers and others. All the lectures were accompanied by instrumental music on the harmonium by an amateur.

[3] The concerts were given by the battalion amateurs.

[4] The lectures were given by the masters and the students of the Model Schools.

[5] The concerts were given by the regimental glee class.

[6] There were, in addition, 11 theatrical performances. Five lectures were given by Serjeant Greenstreet and one by Serjeant White.

App. IX. No. 1.

NAMES of ARMY SCHOOLMASTERS who have given LECTURES during the Season of 1864–65.

Station.	Lecturer.	No. of Lectures.
Aberdeen	T. Anderson	6.
Aldershott	*J. Grant	42.
"	A. Parsons	8.
"	T. Ruffle	8.
"	C. Mallandain	2.
"	W. Arthur	2 concerts.
"	J. Pither	8.
"	E. Annett	1.
"	A. W. Edmond	1.
Athlone	R. McLean	14.
"	J. W. French	2.
"	W. Muter	1.
Barbadoes	G. Venn	5.
Belfast	W. M'Ewen	24.
"	E. Baston	2.
Bermuda	W. G. Morgan	3.
Birr	*G. Robertson	21. Some of these given at Edinburgh.
Canterbury	J. Stewart	3, and assisted at 2 others.
"	H. Keley	2.
"	C. Ransome	1.
Chatham	W. Gell	10.
"	A. Runcieman	40 and 1 reading.
"	D. McIlherron	14.
Colchester	C. Carnegie	15 and 1 concert.
"	E. Annett	4.
"	G. Ruggles	5.
"	R. Pell	1 and 1 concert.
"	J. Northway	8.
"	C. A. Devereux	1.
Corfu	R. C. Stapley	7. These lectures were given in 1863, 1864.
"	E. K. McCartney	4.
"	P. Greene	4.
Cork	R. Bateman	1.
"	P. Ewart	2 and 1 reading.
Currragh	*J. Newsom	54.
"	T. Davison	15.
"	J. J. Hayes	12.
"	Ac. Sch. Serjeant Griffiths	14.
Devonport	J. Hickling	4 readings, and glees by children.
"	J. McLean	2.
Dublin	*J. Barnes	64.
"	C. Fleming	10. The diagrams used drawn by lecturer.
Edinburgh	*G. Robertson	1.
"	A. Devereux	5.
"	J. Henderson	2 and 1 reading.
Fermoy	A. Robertson	6 and 3 concerts.
Gibraltar	W. Stubbs	12 and 1 concert.
"	G. E. Curtis	15 and 1 concert.
"	H. Mottram	6 and 1 concert. Unable from severe illness to give more.

* Superintending Schoolmaster.

APP. IX. No. 1.

Station.	Lecturer.	No. of Lectures.
Gibraltar	G. Ogg	12 and 1 concert.
„	J. H. Thomas	12.
„	F. Major	6 and 7 readings, also 1 concert.
Glasgow	E. Shipman	11 and 1 reading.
Hamilton, C.W.	J. Hazard	5.
Hounslow	H. Flood	2.
Kingston, C.W.	T. Polden	12.
Leith, Fort	*G. Robertson	2.
„	Serjeant W. Craig, R.A., Acting Sch.	7.
Limerick	E. Giles	4.
„	S. Howard	3.
„	J. Carr	4.
„	P. Healey	1.
Malta	R. Belling	11.
„	W. Rix	3.
„	W. E. Myles	5.
„	P. Greene	5.
„	S. Ship	1.
„	W. Wheeler	2.
„	W. R. Hall	2.
Manchester	J. W. McLean	4 concerts.
Mauritius	J. Beresford	25.
Montreal, C.E.	*J. Little	14.
„	J. Foster	8 and 10 concerts.
„	T. W. Jones	4.
„	W. Bryan	3.
„	R. Waters	2.
„	A. Cameron	3.
Netley Hospital	E. H. Rogers	14.
Newbridge	*J. Newsom	9.
„	T. Davison	3.
„	J. J. Hayes	2.
„	Act. S. M. Serjeant Griffiths	2.
Newcastle (Jamaica).	R. C. Stapley	4 and 4 concerts.
Parkhurst	T. Carson	5.
Pembroke Dock	T. Earp	5.
„	B. White	2.
Portsmouth	*R. Kirk	9.
„	W. Fryer	11.
„	A. McMahon	7.
„	W. J. Brown	9. Plans to illustrate battle of Waterloo constructed by lecturer.
„	J. H. Murray	10, and 4 musical interludes by Walters, 26th regiment.
„	R. Walters	28 and 22 readings.
„	J. Boland	7 and 1 reading.
„	G. Holland	4 and 1 reading.
Preston	W. Savage	11.
„	T. Earp	1 and 3 readings.
„	J. Abbott	1.
Quebec, C.E.	W. Colquhoun	45.
„	G. Hamilton	10.

* Superintending Schoolmaster.

APP. XI. No. 1.

Station.	Lecturer.	No. of Lectures.
Sheerness -	E. Lowman - -	11.
Sheffield -	C. Atkinson - -	15 and 1 concert, assisted by Serjeant Ward.
„ -	J. Bass - - -	1 reading.
Shoeburyness -	Serjeant Abbott - -	9.
Shorncliffe -	J. Belling - -	9.
„ -	J. Grant - - -	11.
„ -	G. Green - - -	2.
„ -	T. H. Scarlett - -	2.
„ -	Act. Corp. Stevens -	2.
Toronto, C.W.	*S. Stockham - -	22.
„ „ -	E. Bramhall - -	12.
Walmer -	D. McKay - -	6.
„ -	R. Palmer - -	4.
Warley -	R. Green - - -	12.
Wellington Barracks, London.	B. C. Allen - -	10 and 4 concerts.
„ -	W. H. Bird - -	10.
Winchester -	G. Rice - - -	1.
„ -	W. Le Mar - -	4.
Winsdor -	A. Cooper - -	7.
„ -	W. Minnion - -	12.
Woolwich -	W. Thacker - -	26.
„ -	C. D. Webb - -	22.
„ -	T. Wicks - - -	2.
„ -	M. A. Black - -	3.
„ -	T. Flinter - -	2.
York -	J. Brown - - -	1.

* Superintenting Schoolmaster.

N.B.—The number of Lectures delivered by Schoolmaster Binckes during the season 1863–4, at Shorncliffe, was 35, and not 27, as previously stated.

APPENDIX IX.—No. 2.

No. 2.

SIR, Manchester, March 14th, 1865.

THE lecture season at this station having been brought to a conclusion, I beg to forward, for the information of the Council of Military Education, our printed list of concerts and lectures that have been delivered in the respective barracks of Hulme and Salford.

Opposite to the subject of each evening's entertainment, in the lists numbered 1, 2, and 3, will be seen the number of persons that were present on each occasion.

In carrying out this series of entertainments (the cost of which in the Salford barracks has been about 25*l.*, and in Hulme 11*l.*), I have been most generously supported by the officers of the garrison; many of whom, have not only shown the interest they take in the mental and moral improvement of the soldier by liberal subscriptions, but by their presence have encouraged the attendance of the men. To several of them we are much indebted. Surgeon-Major W. Ord Mackenzie and Veterinary Surgeon Fleming have both given us two lectures, illustrated by photographic

APP. IX. No. 2.

views, which were taken at their own expense, and exhibited by means of the new lanterns that you supplied us with at the commencement of the winter. Mr. Hamilton and other officers of the 8th Regiment assisted by Schoolmaster McLean, painted the scenery and fittings of the stage, &c. &c. These exertions I mention, because I consider such cooperation exceedingly encouraging. It now only remains for me to explain why a second series was not given at the Hulme barracks. The only place large enough for our entertainments was the riding school, and this was so cold and comfortless that it was found impossible to continue them. In conclusion I must bring to the notice of the Council Schoolmaster McLean of the 1st battalion 8th Regiment, who has done good service during the past season, using every exertion in his power to ensure success to our entertainments. Schoolmaster Williams of the 3rd Hussars has also ably assisted me.

Hoping that the above account of what has been done at Manchester during the past winter will meet with the approval of the Council of Military Education,

I have, &c.

BERESFORD HARRIS,
Chaplain to the Forces.

Captain Greentree, Secretary of the Council of Military Education.

SALFORD BARRACKS.

Date.	Subjects.	Lecturers, &c.	Numbers present.
1864.			
Oct. 31	Concert.—(Coloured Opera Troupe of 3rd King's Own Hussars.)	Conductor - -	478
Nov. 7	Lecture.—("On the Air we Breathe.")	Crace Calvert, Esq., Ph.D., F.R.S., &c., Prof. of Chemistry, Royal Institution.	298
„ 14	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Stradiot.	383
„ 21	Lecture.—("How Long may we Live")	Rev. St. Vincent Beechey, M.A.	341
„ 28	Concert.—Christy Minstrels -	Conductor, Mr. J. W. M'Lean.	498
Dec. 5	Lecture.—("My Ride in the North of China.")	G. Fleming, Esq., F.R.G.S., F.A.S.L., 3rd Hussars.	233
„ 12	Concert.—Christy Minstrels -	Conductor, Mr. J. W. M'Lean.	517
„ 19	Lecture.—("On Gymnastics and the Physiology of Training for Muscular Feats of Strength.)	T. Turner, Esq., F.R.C.S., F.L.S., &c.	231
1865.			
Jan. 9	"Notes from the East" -	W. Ord Mackenzie, Esq., M.D., Surgeon-Major, 3rd King's Own Hussars.	395
„ 16	Miscellaneous Concert -	Conductor, Mr. Stradiot.	478
„ 23	"The Structure of Man" -	T. Turner, Esq., F.R.C.S.	228

Date.	Subjects.	Lecturers, &c.	Numbers present.
Jan. 30	Concert.—The King's Christy Minstrel Company.	Conductor, Mr. J. W. M'Lean.	531
Feb. 6	"The Horse as the Friend and Benefactor of Man."	G. Fleming, Esq., F.R.G.S., 3rd King's Own Hussars.	189
„ 13	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Stradiot.	550
„ 20	Photographic Sketches -	J. Hick, Esq. -	380
„ 27	Concert.—The King's Christy Minstrel Company.	Conductor, Mr. J. W. M'Lean.	620
* Mar. „ 6	Concert.—Miscellaneous -	Conductors, Mr. J. W. M'Lean and Mr. Stradiot.	550

Most of the lectures were illustrated by means of the oxy-hydrogen or lime light.

Admission to the above entertainments free, and open to the regiments and staff of the garrison.

HULME BARRACKS.

Date.	Subjects.	Lecturers, &c.	Numbers present.
1864.			
Nov. 2	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Money	500
„ 9	Lecture.—("The Horse in Peace and in War.")	G. Fleming, Esq., F.R.G.S., 3rd Hussars.	270
„ 16	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Money	400
„ 23	Lecture.—("Six Weeks' Holiday in the East.")	W. Ord Mackenzie, Esq., M.D., Surgeon-Major, 3rd Hussars.	150
„ 30	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Money	450
Dec. 7	Lecture.—("On Locomotion")	Beresford Harris, Chaplain.	100
„ *14	Concert.—(Vocal and Instrumental.)	Conductor, Mr. Money	—
„ 21	Lecture.—("The admirable Construction of the Human Eye.")	Mr. Slugg.	80

Most of the lectures were illustrated by the aid of dissolving, microscopic, and other views.

Admission to the above entertainments free, and open to the regiments and staff of the garrison.

* This concert was not given.

APP. IX. No. 3.

APPENDIX IX.—No. 3.

SIR, Toronto, C.W., 12th April 1865.

LECTURES having been delivered to the troops stationed in this district by myself and the schoolmasters of the 1st battalion 16th and 47th Regiments during the winter months, I beg to inform you that every month two boxes of slides (for magic lanterns) on most interesting subjects have been received for the use of the lecturers.

To the detachments Royal Artillery and 1st battalion 16th Regiment, quartered at the old and new forts, I have delivered 8 lectures.

To the head-quarters 1st battalion 16th Regiment, quartered at the Parliamentary buildings, 14 lectures.

Schoolmaster Bramhall, 1st battalion 16th Regiment, has given 12 lectures and 2 musical entertainments to his regiment. Schoolmaster Hazard, 47th Regiment, 5 lectures; in all, 39 lectures and 2 musical entertainments.

Every lecture has been well attended, all things considered.

The conduct of the parties present "very good."

I have, &c.

SAMUEL N. STOCKHAM.

Major of Brigade, Toronto, C.W. Superintending Schoolmaster.

SIR, Montreal, 1st May 1865.

I HAVE the honour to forward herewith the returns of lectures delivered to the troops in Canada during the past winter.

E. Battery, Royal Artillery, Hochelaga	4	lectures.
30th Regiment, Molson's barracks	1	„
Head-quarters Royal Artillery, Montreal	3	„
1st battalion Rifle Brigade	2	„
63rd Regiment	3	„
4th battalion 60th Rifles	3	„
	16	

It appears many of those lectures were numerously attended, and marked attention given by the audience.

I am so well satisfied with the result that my opinion is much changed respecting this mode of conveying information. Indeed I am convinced that provided lectures be well got up, intelligently and extemporarily delivered, soldiers and others will attend them not merely as a kind of amusement, but with the view of acquiring information and instruction.

I delivered 16 lectures, as noted in the margin; more I could not give, owing to the intensity of the cold and the distance I reside from some of the barracks; and it was even at some risk and expense I was able to give so many.

Schoolmaster Foster of the Rifle Brigade, in addition to lecturing, gave 10 concerts or musical entertainments to large and pleased auditories; contrast him with Schoolmasters Waters, Cameron, and Bryan, the two former delivered only two lectures each, and the latter three, during the season.

Captain Noble, R.E., gave a lecture to the 4th battalion 60th Rifles, and Rifle Brigade, on Fortification. It was a very interesting and instructive lecture, well digested, free from all technicalities, and brought to the level of the meanest understanding. He told me it was his intention to give it to each of the corps in garrison, but for some reason he gave only the two; perhaps the severity of the weather had to do with his changed purpose.

There was an improvement in the system of circulating the slides, diagrams, and lanterns in Montreal, and also through Canada, last winter, to that which prevailed in previous ones; still there is room for its improvement, for, by a slight alteration in the mode of circulation, each schoolmaster would be left without excuse for not lecturing. But instead of an improved system being brought about it is not unlikely there will be none at all.

I may say here, that so far from there being any puerility with regard to the use of magic lanterns in the illustration of the subject of a lecture, the very reverse is the case, for the clearer the elucidation is, the more firmly will the listener, be he learned or unlearned, grasp the matter. As images are used to instruct the ignorant in religion, so must pictures be used to instruct the same class in things profane.

It would be well, if there be lectures given next winter, to let the detachment Royal Artillery at St. Helen's Island participate in them, because the men have no source of enjoyment in the winter; the expense would be trifling.

Almost every man of the detachment at Hochelaga was present at my lectures, and they have many means of obtaining pleasure.

I have, &c.

J. LITTLE,

Superintendent Schoolmaster.

The Assistant Adjutant General,
&c. &c. &c. Montreal.

APPENDIX X.

LIST OF GARRISON LIBRARIES, 1864-5.

GARRISON LIBRARIES.

Stations.	No. of Companies.	No. of Volumes in the Library 31st March 1865.	No. of Volumes circulating during the Year.	Contributions. £	s.	d.
Aberdeen - - -	8	932	4,135	23	12	6
Alderney - - -	3	406	1,030	8	18	6
Aldershot, North Camp -	40	2,273	8,200	37	7	5
„ South Camp -	99	5,268	27,359	95	15	0
Athlone - - -	10	1,525	9,210	21	5	5
Ayr - - - -	3	198	374	5	1	6
Bahamas - - -	4	98	- -	5	6	0
Ballincollig - - -	2	750	995	1	15	0
Barbadoes - - -	12	2,441	672	4	19	0
Bathurst - - -	3	521	—	—		
Belfast - - -	13	1,552	5,318	22	2	6
Bermuda, Ireland Island -	5	756	480	6	7	6½
„ St. George's -	5	1,210	962	8	7	10
Birmingham - - -	2	526	658	4	2	8
Birr - - - -	14	1,799	15,455	25	18	8
Brighton - - -	6	392	460	3	0	0
Burnley - - -	2	539	280	3	1	10

APP. X.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1865.	No. of Volumes circulating during the Year.	Contributions. £	s.	d.
Buttevant	10	1,588	4,076	17	5	0
Cahir	4	669	4,285	4	0	2
Canada:						
Kingston	12	1,313	1,592	20	12	5¼
London	15	1,022	1,538	12	2	6
Montreal	50	2,282	6,680	52	5	0
Quebec	22	1,730	784	32	15	6
Toronto	13	1,215	2,483	22	10	7¼
Canterbury	11	2,400	3,925	20	2	6
Cape Coast Castle		407	—		—	
Cape of Good Hope:						
Cape Town	10	953	1,947	17	12	6
Fort Beaufort	3	674	371	3	17	11
Graham's Town	7	658	595	8	5	0½
King William's Town	13	1,354	897	21	12	6
Natal	6	966	1,752	13	11	6
Ceylon:						
Colombo Galle Kandy Trincomalee	24	3,882	6,783	35	19	0
Chatham	55	4,961	13,541	51	15	0
Clonmel	1	552	666	4	13	8
Colchester	42	2,329	3,707	54	8	11
Cork	17	1,623	8,551	26	12	6
Coventry	2	344	303	1	6	6
Curragh	44	3,331	4,470	48	7	10
Demerara	3	963	1,883	10	0	3
Devonport	22	3,538	5,170	23	5	0
Dorchester	1	430	622	6	3	8
Dover	24	2,546	3,855	24	0	0
Dublin	63	7,718	8,200	63	5	0
Dundalk	6	531	1,377	5	1	11
Edinburgh Castle	10	1,452	3,523	15	11	0
,, Piers Hill	4	1,049	2,291	4	0	0
Enniskillen	4	837	2,289	3	6	3
Fermoy	27	3,015	4,142	35	10	10
Fort George, N.B.		479	215		—	
Gibraltar	55	5,766	4,815	63	16	1
Glasgow	5	1,655	3,610	10	17	6
Guernsey	3	1,176	1,099	11	18	0
Halifax, Nova Scotia:						
Citadel	10	1,211	4,158	28	8	5½
Wellington Barracks	10	1,158	4,306	26	15	10¾
Hamilton, N.B.	3	505	1,804	12	6	4
Hong Kong	15	2,735	4,474	20	15	6
Hounslow	6	625	1,469	17	2	6
Ipswich	2	625	647	2	9	6
Isle of Man		486	416	0	17	0
Jamaica, Newcastle		1,008	—		—	
,, Up Park Camp	8	684	69	7	10	8
Jersey	5	1,126	3,585	14	2	6
Kilkenny	6	927	1,080	4	16	8
Kinsale		460	—		—	

APP. X.

Stations.	No. of Companies.	No. of Volumes in the Library 31st March 1865.	No. of Volumes circulating during the Year.	Contributions. £	s.	d.
Leeds	-	291	—		—	
Limerick	13	2,636	9,829	44	7	11
Liverpool	-	343	—		—	
London (Tower)	-	500	516	20	0	7
Longford	2	536	596	0	12	3
Maidstone	4	760	2,020	9	10	4
Malta	60	6,116	4,800	118	2	7½
Manchester, Hulme	4	744	2,484	13	18	11
,, Salford	10	1,358	2,507	13	13	0
Mauritius	20	2,135	899	29	2	6
Melbourne	1	779	668	3	16	8
Naas	-	121	—		—	
Newbridge	12	1,186	4,990	30	12	4
New Brunswick, Fredericton	5	845	2,714	5	0	0
,, St. John	6	1,005	5,665	28	11	0
Newcastle	-	764	—		—	
Newfoundland, St. John's	3	500	2,128	9	14	2
Newry	6	771	2,707	5	5	0
Norwich	2	737	650	1	0	0
Paisley	3	553	1,098	3	12	6
Parkhurst	14	2,036	8,642	23	16	0
Pembroke	15	1,908	6,211	21	5	4
Perth	3	518	1,233	8	9	0
Portsmouth	51	6,298	10,566	51	18	10½
Preston	16	1,373	8,492	32	4	4
Sheffield	9	758	1,250	16	3	6
Shorncliffe	21	3,118	8,392	21	7	0
Sierra Leone	-	579	—		—	
Spike Island	3	1,020	1,964	7	9	11
Stirling	6	1,385	5,176	6	5	0
St. Helena	-	1,154	—		—	
St. Lucia	-	636	—		—	
Sunderland	-	432	—		—	
Sydney	1	1,847	781	5	19	8
Templemore	12	1,543	6,979	21	12	6
Tilbury Fort	1	765	1,016	1	7	9
Trinidad	3	1,159	3,435	12	2	6
Walmer	13	1,442	5,989	27	12	0
Warley	5	3,344	8,036	31	9	7½
Waterford	5	956	2,105	6	7	8
Weedon	5	965	1,995	8	12	8
Weymouth	3	307	251	5	5	0
Winchester	16	1,799	5,728	25	2	6
Woolwich	11	542	484	20	2	6
York	8	1,405	2,704	15	6	1
Total Garrison	1,256	158,113	345,383	1,865	17	8½

APP. X.

Royal Artillery Libraries.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1865.	No. of Volumes circulating during the Year.	Contributions. £	s.	d.
Alderney	1	321	1,020	2	12	0½
Aldershot	3	625	3,076	12	2	4½
Barbadoes	1	840	200		—	
Bermuda	1	449	445	0	2	0
Dover	8	886	1,793	15	5	2
Dublin	—	—	—		—	
Gibraltar	8	2,161	19,103	50	19	0¾
Halifax, Nova Scotia	3	1,536	3,784	12	16	5
Jamaica	1	388	150	1	15	0
Jersey	1	520	480	4	1	2
Leith Fort	1	736	1,682	0	5	0
Malta	8	1,601	14,910	3	6	6½
Mauritius	2	735	1,200	4	0	0
Plymouth	7	1,360	5,053	14	19	9
Portsmouth	5	821	3,268	16	6	3½
Quebec	3	977	2,235	12	1	10
Sheerness	6	1,278	5,355	43	12	0
Shoeburyness	3	722	2,952	16	12	8
Shorncliffe	—	945	—		—	
St. Helena	1	759	—		—	
Tynemouth	—	533	188		—	
Woolwich, Non-Commissioned Officers.	17	6,039	18,200	96	0	9
Woolwich, Gunners		4,166	19,448	38	2	6
Total Royal Artillery	80	28,398	104,542	345	0	6¾

Royal Engineers' Libraries.

Aldershot	—	—	—		—	
Auckland	—	43	—		—	
Bermuda	2	220	628	1	10	0
Chatham	9	2,279	1,622	39	2	11
Dublin	—	1,960	1,635	13	9	6
	—	1,087	610	7	7	6
Halifax, Nova Scotia	2	451	2,144	18	18	4¾
Inverness	—	559	477	10	7	5
King William's Town	2	367	137	0	2	6
Malta	2	540	786	16	10	1
Mauritius	2	680	2,424	38	17	1
Southampton	—	1,366	1,613	16	13	1
Woolwich	1	448	502	5	11	0
Total Royal Engineers	20	10,000	12,578	168	9	5¾
Total Garrison	1,256	158,113	345,383	1,865	17	8½
Total Royal Artillery	80	28,398	104,542	345	0	6¾
Total Royal Engineers	20	10,000	12,578	168	9	5¾
General Total	1,356	196,511	462,503	2,379	7	9

(*To be rendered in Duplicate.*) APP. X.

W. O. Form 207.

B.

QUARTERLY REPORT of the GARRISON LIBRARY at _____

_____ 18

1. State the number of Troops, Batteries, and Companies at the Station.	Cavalry_____Troops. Artillery_____Batteries. Engineers_____Companies. Infantry_____ Ditto. Other Corps_____

2. Fill up these columns.	NUMBER OF VOLUMES.			
	Last Quarter.	Added this Quarter.	Condemned and lost this Quarter.	Balance this Day.

3. State here the number of Volumes issued to the Troops during the Quarter.	

4. STATE ON THE NEXT PAGE.

a. The Names and Prices of all Books purchased during the Quarter _____
b. The Names of all Books condemned during the Quarter from fair wear _____
c. The Names of all Books lost and chargeable to the Troops _____
d. The Names of all Books repaired during the Quarter _____
e. The Names of all Books requiring Repair _____

5. State here whether all repairs noted in last report have been executed. Specify any exceptions, and state the cause.	
6. State here the Name and Salary of the Librarian, and whether he gives satisfaction.	

7. Give a statement of accounts over leaf. Form annexed.

Signature of Board,

_____

_____

_____, Barrack Master.

Confirmed_____,

Commanding Garrison.

APP. X.

Volumes purchased.				Volumes condemned under fair wear and tear.		Volumes Lost and Charged, (Chargeable to Troops.)				Volumes Repaired.		Volumes requiring Repair.		Remarks.
No.	Names.	Price.		No.	Names.	No.	Names.	Price assessed by Committee.		No.	Names.	No.	Names.	
		£	s. d.					£	s. d.					

STATEMENT of ACCOUNTS of the GARRISON LIBRARY for the Quarter ending _____ 18___. APP. X.

Receipts,	£	s.	d.	Payments.	£	s.	d.
Balance last Quarter_____				Purchase of Books_____			
Contributions from Regiments				Binding and Repairs___			
_____Regiment_____				Pay of Librarian_____			
_____Regiment_____				_____			
_____Regiment_____				_____			
_____Regiment_____				_____			
Amount received for Books lost or damaged.				_____			
_____				_____			
Amount received for Librarian's Salary_____							
_____							

_____ Librarian.

Examined by the Committee and found correct.

_____

President of Garrison
Library Committee.

App. XI.

Appendix XI.

List of Regimental Recreation Rooms, 1864–5.

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, 31st Mar. 1865.
1st Life Guards	London	No Recreation Room Returns.		
2nd „	Windsor			
Royal Horse Guards	London			
1st Dragoon Guards	India.			
2nd „				
3rd „				
4th „	Newbridge	2	Yes	339
5th „	Dublin	No Accommodation.		
6th „	Brighton	1	Yes	325
7th „	India.			
1st Dragoons	Aldershot	2	Yes	358
2nd „	Aldershot	2	Yes	348
3rd Hussars	Manchester	2	Yes	155
4th „	Dundalk	No Returns.		
5th Lancers	India.			
6th Dragoons	India.			
7th Hussars	India.			
8th „	York	2	Yes	373
9th Lancers	Newbridge	1	No	294
10th Hussars	Cahir	1	No	191
11th „	Dublin	1	No	217
12th Lancers	Birmingham	1	No	323
	Coventry	1	No	
	Sheffield	2	Yes	
13th Hussars	Hounslow	1	Yes	300
14th „	Aldershot	2	Yes	406
15th „	Edinburgh	1	Yes	150
16th Lancers	Colchester	1	Yes	445
	Ipswich	1	No	
	Norwich	1	No	
17th „	India.			
18th Hussars	India.			
19th „	India.			
20th „	India.			
21st „	India.			
1st Military Train	Aldershot	2	Yes	273
2nd „	Canada	1	No	116
3rd „	Curragh	1	Yes	139
4th „	New Zealand	1	Yes	138
5th „	Woolwich	1	Yes	165
Grenadier Guards, 1st Batt.	Montreal and London	1	Yes	452
„ „ 2nd „	London	1	No	—
„ „ 3rd „	London	2	No	596
Coldstream Guards, 1st „	London	2	No	—
„ „ 2nd „	Windsor	1	No	412
Scots Fusil. Grds., 1st „	London	2	No	646
„ „ 2nd „	Montreal and London	2	No	505

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1865.
1st Foot, 1st Batt. - -	India.			
„ 2nd „ - -	Alderney -	2	Yes	389
	Jersey - -	1	No	
2nd Foot, 1st „ - -	Cork - -	2	Yes	470
„ 2nd „ - -	Bermuda - -	2	No	353
3rd Foot, 1st „ - -	Sheffield - -	1	No	63
„ 2nd „ - -	Barbadoes -	1	Yes	472
	Demerara -	1	No	
4th Foot, 1st „ - -	India.			
„ 2nd „ - -	Malta - -	1	Yes	422
5th Foot, 1st „ - -	Birr - -	2	No	283
„ 2nd „ - -	King Williams Town -	1	No	422
6th Foot, 1st „ - -	Devonport -	2	Yes	458
„ 2nd „ - -	Jamaica -	1	Yes	661
	Trinidad -	1	Yes	
7th Foot, 1st „ - -	India.			
„ 2nd „ - -	Malta - -	1	Yes	450
8th Foot, 1st „ - -	Curragh - -	2	Yes	287
„ 2nd „ - -	Malta - -	2	Yes	416
9th Foot, 1st „ - -	Gibraltar - -	2	Yes	354
„ 2nd „ - -	Gibraltar and on passage to China -	1	No	271
10th Foot, 1st „ - -	Cape of Gd. Hope	1	No	143
„ 2nd „ - -	Cape of Gd. Hope	2	Yes	434
11th Foot, 1st „ - -	India.			
„ 2nd „ - -	Cape of Gd. Hope			
12th Foot, 1st „ - -	Sydney - -	1	No	54
„ 2nd „ - -	India.			
13th Foot, 1st „ - -	Aldershot.		No Returns.	
„ 2nd „ - -	Mauritius - -	1	No	473
14th Foot, 1st „ - -	Aldershot -	2	Yes	323
„ 2nd „ - -	New Zealand.			
15th Foot, 1st „ - -	St. John's, N.B.	2	No	525
„ - - -	Fredericton -	1	No	
„ 2nd Batt. -	Gibraltar - -	1	Yes	455
16th Foot, 1st „ - -	Toronto - -	1	Yes	368
„ 2nd „ - -	Halifax, N.S. -	L	No	224
17th Foot, 1st „ - -	Quebec - -	1	Yes	522
„ 2nd „ - -	Halifax, N.S. -	L	No	351
18th Foot, 1st „ - -	India.			
„ 2nd „ - -	New Zealand.			
19th Foot, 1st „ - -	India.			
„ 2nd „ - -	India.			
20th Foot, 1st „ - -	India.			
„ 2nd „ - -	China.			
21st Foot, 1st „ - -	Portsmouth -	2	Yes	287
„ 2nd „ - -	India.			
22nd Foot, 1st „ - -	Malta - -	1	Yes	462
„ 2nd „ - -	Malta - -	1	Yes	398
23rd Foot, 1st „ - -	India.			
„ 2nd „ - -	Gibraltar - -	1	Yes	479
24th Foot, 1st „ - -	Curragh - -	2	Yes	422

App. XI.

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers. Mar. 31, 1865.
24th Foot, 2nd Batt.	Mauritius	2	Yes	316
25th Foot, 1st „	Quebec	2	Yes	538
„ 2nd „	Ceylon	2	Yes	336
26th Foot	Portsmouth	2	Yes	335
27th „	India.			
28th „				
29th „	Newry	1	No	271
30th „	Montreal	1	No	318
31st „	Aldershot	2	Yes	410
32nd „	Kilkenny	1	No	450
	Waterford	2	Yes	
33rd „	India.			
34th „				
35th „				
36th „				
37th „	Dover	2	No	373
38th „	India.			
39th „	Aldershot	2	Yes	409
40th „	New Zealand.			
41st „	Curragh	2	Yes	260
42nd „	India.			
43rd „	New Zealand.			
44th „	India.			
45th „	Bombay	1	No	157
46th „	India.			
47th „	Canada	2	No	308
48th „	India.			
49th „	Athlone	2	Yes	427
	Dublin	1	No	
50th „	New Zealand.			
51st „	India.			
52nd „				
53rd „	Curragh	2	Yes	392
54th „	India.			
55th „				
56th „				
57th „	New Zealand.			
58th „	India.			
59th „	Glasgow	1	Yes	408
60th Rifles, 1st Batt.	Dublin	1	No	232
„ 2nd „	Dover	2	Yes	580
„ 3rd „	India.			
„ 4th „	Montreal	1	No	296
61st Foot	Curragh	1	Yes	372
62nd „	Aldershot	2	Yes	643
63rd „	Montreal	1	No	350
64th „	Portsmouth	2	Yes	391
65th „	New Zealand.			
66th „	India.			
67th „	China.			
68th „	New Zealand.			
69th „	Gosport	1	No	197
70th „	New Zealand.			
71st „	India.			

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1865.
72nd Foot	India.			
73rd „	Shornecliffe	1	Yes	238
74th „	Edinburgh	2	Yes	229
75th „	Aldershot	2	Yes	463
76th „	India.			
77th „				
78th „	Dublin	2	No	503
79th „	India.			
80th „				
81st „				
82nd „				
83rd „	Aldershot	2	Yes	408
84th „	Dublin	1	No	381
85th „	Aldershot	2	Yes	443
86th „	Gibraltar	2	No	322
87th „	Gosport	1	No	139
88th „	India.			
89th „				
90th „				
91st „				
92nd „	Aldershot	2	Yes	235
93rd „	India.			
94th „				
95th „				
96th „	Cape of Gd. Hope	1	No	135
97th „	India.			
98th „				
99th „	China	2	No	146
100th „	Malta	2	No	504
101st „	India.			
102nd „				
103rd „				
104th „				
105th „				
106th „				
107th „				
108th „				
109th „				
Rifle Brigade, 1st Batt.	Montreal	2	No	426
„ 2nd „	India.			
„ 3rd „				
„ 4th „	Gibraltar	2	Yes	706
West India Regiments, 1st	Nassau.			
„ „ 2nd	Barbadoes	1	No	92
„ „ 3rd	Sierra Leone / Bathurst	1	No	36
„ „ 4th	Cape Coast Castle	2	No	120
„ „ 5th	Jamaica.			
Ceylon Rifles	Colombo	1	No	322
„	Kandy	1	No	
Cape Mounted Rifles	King Williams Town	2	Yes	65
Royal Canadian Rifles	Kingston	2	No	167
	Newfoundland	1	No	117

App. XI.

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1865.
Royal Malta Fencible Artillery - - -	Malta.			
Commissariat Staff - -	Aldershot -	2	Yes	179
Depôt Battalions, 1st -	Chatham -	No Returns.		
„ 2nd -				
„ 3rd -				
„ 4th -	Colchester -	2	Yes	490
„ 5th -	Parkhurst -	2	Yes	604
„ 6th -	Walmer - -	3	Yes	406
„ 7th -	Winchester -	2	No	420
„ 8th -	Pembroke -	1	Yes	200
„ 9th -	Colchester -	L	Yes	232
„ 10th -	Colchester -	2	Yes	412
„ 11th -	Preston - -	2	Yes	454
„ 12th -	Athlone - -	2	Yes	345
„ 13th -	Birr - -	2	Yes	348
„ 14th -	Belfast - -	2	Yes	287
„ 15th -	Buttevant - -	2	No	205
„ 16th -	Templemore -	2	Yes	280
„ 17th -	Limerick - -	1	No	297
„ 18th -	Fermoy - -	2	Yes	353
„ 19th -	Fermoy - -	2	Yes	400
„ 20th -	Cork - -	2	No	412
„ 22nd -	Stirling.	L	Yes	245
„ 23rd -	Aberdeen -	1	No	163
Cavalry Depôts : - -	Canterbury -	2	Yes	420
	Maidstone -	L	Yes	136
School of Musketry - -	Fleetwood -	1	No	133
Detachment - - -	Tilbury Fort -	2	Yes	58
Detachment - - -	Perth - -	1	No	102
Royal Artillery.				
Horse Brigade - - -	Canterbury -	No Returns.		
„ - - -	Woolwich -			
Brigades, 1st - - -	Gibraltar - -	2	No	439
„ 2nd - - -	Dover and Mauritius.	1	No	135
„ 3rd - - -	Malta - -	2	Yes	445
„ 4th - - -	Aldershot.			
„ 5th - - -	Plymouth -	2	Yes	243
„ 6th - - -	Portsmouth -	2	Yes	216
„ 7th - - -	*See* Gosport.			
„ 8th - - -	Dublin.			
„ 9th - - -	Shorncliffe -	2	Yes	265
„ 10th - - -	Montreal.			
„ 11th - - -	India.			
„ 12th - - -	Mauritius - -	L	No	163
„ 13th - - -	Dover - -	L	No	258
„ 14th - - -	India.			
„ 15th - - -	Halifax, N.S.			
„ 16th - - -	India.			
„ 17th - - -				

APP. XI.

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1865.
Brigade, 18th „ 19th „ 20th „ 21st „ 22nd „ 23rd „ 24th „ 25th	India.	No Returns.		

DETACHED BATTERIES.

	Alderney	1	Yes	71
	Aldershot	1	No	168
	Athlone.			
	Ballincollig	2	No	104
	Barbadoes	1	No	65
	Bermuda	2	Yes	57
	Clonmel	1	Yes	104
	Cork.			
	Curragh.			
	Devonport	1	No	143
	Dorchester	1	No	75
	Dublin	2	Yes	176
	Fort George	1	No	15
	Gosport.			
	Fort Brockhurst	1	No	44
	Fort Blockhouse	1	No	35
	Fort Monckton	1	No	61
	Fort Rowner	1	No	35
	Guernsey	1	No	70
	Halifax, N.S.	1	No	130
	Isle of Wight.			
	Freshwater Redoubt.	1	No	10
	Sandown	2	No	40
	Jamaica	1	No	57
	Jersey	1	No	73
	Melbourne	1	No	64
	Leith Fort	1	No	115
	Limerick	1	No	87
	Montreal	1	No	241
	Newfoundland	2	No	86
	Pembroke	1	Yes	88
	Quebec	2	Yes	175
	Sheerness	2	Yes	327
	Shoeburyness	2	No	135
	Toronto	1	No	238
	Tynemouth	1	No	24
	Warley	2	Yes	342
Non-com. officers	Woolwich	1	No	703
Gunners		1	No	481

APP. XL.

Regiments.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1865.
ROYAL ENGINEERS.				
	Aldershot - -	2	Yes.	398
	Bermuda - -	1	No	90
	Chatham - -	2	Yes.	319
	Dublin - -	1	No	4
	Halifax, N.S. -	L	No	198
	King Williams Town.	1	No	40
	Malta - -	2	Yes.	108
	Montreal - -	1	No	81
	Southampton -	1	No	57
	Weymouth -	2	Yes.	108
	Woolwich -	1	No	83
Total - -	- - -	- -	- -	50,193

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For Her Majesty's Stationery Office.

FIFTH REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

Presented to both Houses of Parliament by Command of Her Majesty.

108782

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
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FOR HER MAJESTY'S STATIONERY OFFICE.

1868.

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FIFTH REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

I.

I. Report.

The Council of Military Education have the honour to submit to His Royal Highness the Field Marshal Commanding-in-Chief, and to the Right Honourable the Secretary of State for War, their Report on Army Schools, Libraries, and Recreation Rooms, for the two years ending 31st March 1867 and 1868.

II.

Schoolmasters.

II. Schoolmasters.

On the 31st March 1868 the establishment of Schoolmasters stood thus, viz. :—

Under the New Regulations as to Pay, Pension, and Promotion.

Superintending Schoolmasters - -	10
Army Schoolmasters - - -	203

Under the Old Regulations.

1st Class Schoolmasters - - -	14
2nd „ „ - - -	30
3rd „ „ - - -	2
Total - -	259

U. Schoolmasters.

As on the 31st March 1866 the establishment consisted of 235, there has been an increase of 24 schoolmasters.

There were also on the 31st March 1868 the following persons, who may be considered as being under training for the office of army schoolmaster, viz. :—

Assistant, or 4th class schoolmasters, serving with regiments - - - -	4
Students in the Normal and Model Schools, Chelsea - - - - -	29
Pupil-teachers in the Royal Military Asylum and Royal Hibernian Schools - -	7
Total - - -	40

The casualties among the schoolmasters have been 18 in number, viz. :—

By discharge, &c. - - -	9
By death - - - -	9

while the ranks have been recruited by 42 trained schoolmasters from Chelsea.

The reports of the assistant and local inspectors, as well as of the officers commanding regiments, with a few exceptional cases, speak very favourably of the conduct and ability of the army schoolmasters. In the 1st division their conduct has been very good, and the majority of the chaplains speak in the most favourable terms of the readiness with which they labour to give effect to their wishes in the matter of religious instruction. In the 2nd division commanding officers have generally spoken highly of their schoolmasters and schoolmistresses. In the 3rd division the schoolmasters, with one or two exceptions, have been found in possession of the requisite qualifications. Mr. Vicars considers them and the schoolmistresses to be a most respectable class of public servants. At Malta Colonel Romer has found the schoolmasters efficient and able and, with one exception, favourably reported upon by their commanding officers. He dwells on the importance of "tact" as one of the qualifications of a schoolmaster, though he does not distinctly report the want of tact in any of those under his supervision; and Colonel McCrea, his successor, while acknowledging the schoolmasters at Malta to be a correct and excellent class of men, complains of this very want of tact as well as of want of fertility in

resource. In the Toronto division of Canada, Superintending Schoolmaster Stockham speaks very favourably of those under his supervision. Captain Dunn, Superintendent of Army Schools in the Bengal Presidency of India, is perfectly satisfied with the manner in which the schoolmasters discharge their duties. II. Schoolmasters.

Colonel Gleig passes a high and what the Council consider to be a just encomium on the meritorious services of the superintendent schoolmasters in the first division. The Council regret that work should fall so disproportionately on some: but this appears at present to be unavoidable. The superintendence of the schools of a large camp like Aldershot entails very heavy labour, but the work is not easily divided.

One of the greatest difficulties to be encountered in army schools is that of providing the schoolmasters with qualified assistants. Good non-commissioned officers cannot be spared from regimental duties, and privates of superior attainment will not give up promotion to remain as teachers. The Council have been pressed to obtain a greater degree of permanence in the office of assistant schoolmasters, and suggestions have been made from several quarters that these teachers should be borne on the rolls as supernumerary non-commissioned officers. The Council fully recognize the advantage that must accrue to schools by such a measure: but the subject has many bearings and many difficulties, and they have not been able to devise a course which meets these difficulties so far as to receive the sanction of the Commander in Chief.

III.

Schoolmistresses.

III. Schoolmistresses.

The establishment of schoolmistresses on the 31st March 1868 stood as follows:—

Trained Schoolmistresses.

Special	2
1st class	24
2nd class	48
3rd class	151
Total	225

III. Schoolmistresses.

Besides the above there were

Pupil-teachers and assistant schoolmistresses - - - - -	33
Monitresses - - - - -	182
Acting and detachment schoolmistresses -	76
Total - - -	291

Making a total of 516 persons engaged in conducting the infant and industrial schools of the army.

The satisfactory reports of the assistant inspectors, &c. have been mentioned in the preceding section.

Schoolmistresses are generally included in the favourable reports made of the school staff. Colonel Gleig impresses on them the importance of strict discipline, and of the union of kindness with firmness in conducting infant schools. In connexion with this subject Mr. Vicars suggests that young schoolmistresses on first being called to duty should be placed under the guidance of more experienced teachers. This the Council are always careful to do, and young women at the commencement of their career are invariably attached to Depôt Battalions or to Artillery Brigades which are to a certain extent stationary, and have experienced mistresses in charge of their infant schools.

Schoolmistresses make frequent complaints to Colonel Gleig against the rule which requires monitresses to receive daily instruction from the schoolmaster, asserting that the services of one monitress are lost to the infant school during the forenoon. Colonel Gleig shows that such a contingency must in general be the result of bad management, and he points out a method of arranging the time table by which it may be avoided.

IV.

Inspection of Schools.

The Inspectional Divisions remain as before.

Division I. is inspected by Lieut.-Colonel Gleig, R. A. It includes London, Aldershot, the South-eastern Military District, Woolwich, Chatham, and Colchester.

It contains usually:—

Adults' schools -	- 61
Grown children's -	- 63
Infant and Industrial -	- 59
Total -	- 183

The following superintending schoolmasters are appointed in this Division.

Superintending Schoolmaster Grant, Woolwich.
" " Belling, Aldershot.
" " Stewart, Dover.

Division II. is inspected by J. P. Sargeaunt, Esq. It includes Scotland, the Northern, Western, and South-western Military Districts. It contains usually the following schools:—

Adults' - -	- 39
Grown children's -	- 44
Infant and industrial -	- 30
Total -	- 113

The following superintending schoolmasters are posted in this Division, viz.:—

Superintending Schoolmaster Barnes, Edinburgh.
" " Kirk, Portsmouth.
" " Savage, Plymouth.

Division III. is inspected by E. A. Vicars, Esq. It includes all the Military Stations in Ireland, and embraces usually—

Adults' - -	- 40
Grown children's -	- 40
Infant and industrial -	- 34
Total -	- 114

Two superintending schoolmasters are posted in this Division, viz.:—

IV. Inspection of Schools.

Superintending Schoolmaster Newsom, Dublin.
„ „ Robertson, Curragh.

Each of the above schools is examined at least once a year by the Assistant Inspector or by one of the superintending schoolmasters; and when the former does not examine, he inspects the school which has been examined by the superintending schoolmaster.

Local inspectors of schools are sometimes appointed to large garrisons abroad. They are selected from the officers of the garrison, their inspectional charge of the schools being in addition to their own duties. The salary is 3*s.* a day. At present there are only two local inspectors, viz.:—

Bt. Colonel H. Smith, Assistant Adjutant-General, Gibraltar.*

Lieut. Colonel McCrea, R.A., Malta.

The army schools in the North American colonies are placed under charge of two superintending schoolmasters viz.:—

Superintending Schoolmaster Stockham, Upper Canada.
„ „ Little, Lower Canada.

These superintending schoolmasters are specially appointed to the stations of Toronto and Montreal respectively; but they are employed occasionally at the requisition of the Council of Military Education in visiting the other Military schools of the provinces.

The scheme for amalgamating the Indian with the Imperial establishments submitted by the Council on 5th June 1863 has not yet been accepted by the Secretary of State for India. Captain Dunn continues to superintend the whole of the schools of the European troops between Calcutta and the Khyber Pass, and although this officer devotes himself to the work with unsparing assiduity, it is impossible for him to make an efficient inspection once a year of the schools in that extended Presidency: he has, however, been able to furnish the Council with annual Reports which will be found in Appendix II.

No annual Reports have been submitted from Madras or from Bombay. The documents received from Lieut.-Colonel Lawrie and Lieut. Jacob are detailed inspection Reports of each regiment examined, very valuable in themselves but not drawn up in a form that would enable the Council to incorporate them in this general Report.

Note.—Since the above was written, a general Report has been received from Lieut.-Colonel Lawrie, dated 14th May 1868, which will be found in Appendix II.

* Since deceased.

V.

State of Education in the Army.

The following table, showing the present state of education in the army, has been deduced from returns, received from the Adjutant-General, of regiments and corps amounting to 169,214 men. The per-centage in the last column is taken from the Council's Report of 1866.

	Number returned.	Per-centage in 1868.	Per-centage in 1866.
Class 1. Who can neither read nor write.	16,010	9·46	12·25
„ 2. Who can read but not write.	17,924	10·59	16·12
„ 3. Who can read and write.	124,893	73·80	65·47
„ 4. Who have a superior degree of education.	10,387	6·14	6·16

This return does not include fourteen battalions of infantry, one regiment of cavalry, and four companies of engineers, from which no returns have as yet been received.

The following table shows the proportion of "uneducated" among the several branches of the service, comprising under that term Classes 1 and 2 of the above table. The per-centages in the last two columns are taken from the Council's Fourth Report. The improvement is satisfactory.

Corps.	Classes 1 and 2, uneducated.		
	1868.	1866.	1865.
Cavalry - - -	10·90	19·13	19·78
Royal Artillery - -	18·30	20·42	19·41
Royal Engineers - -	1·34	3·17	3·34
Military Train - -	24·37	24·30	38·62
Foot Guards - - -	8·12	8·66	10·06
Infantry of the Line - -	23·54	33·99	35·71

VI. State of Education in Schools

VI.

State of Education in the Schools.

Adults.

As the educational condition of a regimental school is subject to continual variation, owing to the removal of the better scholars and the introduction of the uneducated recruits, the Council consider it unnecessary to give in detail the state of education in each school. The following, however, is a summary of the reports received from the several inspectors and schoolmasters.

		By Inspectors.	By Schoolmasters.	
Reading.	Learning to read	15·00	17·16	per cent.
	Easy Narratives	30·00	34·48	„
	Books of general Information	55·00	43·40	„
Writing.	Learning to write	32·00	34·50	„
	Dictation from Easy Narratives	33·00	33·90	„
	Do. Books of general Information	30·00	30·00	„
Arithmetic.	Learning to Cipher	35·30	39·70	„
	Simple Rules	15·53	15·00	„
	Compound do.	17·30	15·40	„
	Reduction of Weights and Measures	12·70	13·50	„
	Proportion, Practice, and Mess Accounts	11·60	9·80	„
	Vulgar and Decimal Fractions	5·40	5·16	„
	Higher Rules	0·44	0·59	„

In the ordinary classes of the adult schools little is taught beyond reading, writing, and arithmetic (including soldiers' accounts). If history or geography be added, it is, in general, only by taking the reading lesson from a page in one of those subjects.

Colonel Gleig thinks he perceives the tendency within the ordinary classes to be more and more towards limiting the instruction to rudimentary education, while men aspiring to first-class certificates do not attend the schools but remain in barracks; and if Colonel Gleig is also correct in supposing the rudiments to be now more thoroughly taught than before, there will be no disadvantage in this.

VI. State of Education in Schools.

Captain Dunn indeed reports, that of the schools examined by him in the Bengal Presidency, geography, as a separate subject, was taught in fourteen schools, history in nine, and grammar in six; but he is unable to speak very highly of the results. He suggests the formation of voluntary classes for history and geography; and it is probable that some of the better scholars of a regiment might be attracted by well delivered lectures or lessons. Hindostani is taught in 38 schools in Bengal; but these classes appear to work under disadvantages, the regimental moonshee or teachers being, in Captain Dunn's opinion, not sufficiently acquainted with English to make the necessary explanations to soldier pupils.

In some of the regiments stationed in Malta it is the practice to lend books, slates, &c. to the men, who then are enabled to pursue their studies in barracks; and Colonel Romer reports that this has been attended with advantage. Colonel Gleig proposes to establish such a system by regulation; but, although the Council think this a very good way of employing the leisure hour of the soldier, they prefer recommending it to the notice of commanding officers, and leaving the application of it to their discretion.

Colonel Gleig notices that the progress made by drummers and trumpeters is not so great as it used to be, although there has been no falling off in the amount of attendance. It is not easy to account for this circumstance, but the attention of commanding officers and schoolmasters might with advantage be directed to it.

Colonel Gleig still observes defective classification in some schools, and the Council call the special attention of schoolmasters to this error.

It appears by the report of the same officer, that some schoolmasters remove men from class to class only as a result of periodical examinations. This proceeding obviates one of the advantages which the Council had in view when introducing the new system of classification, viz. the prompt transfer of a pupil from class to class in any one subject, without reference to his attainments in other subjects. The Council desire that schoolmasters will pay attention to this point, although it may cause them some extra trouble in making class lists.

Questions have been raised and suggestions offered regarding classification in the standards of arithmetic in the annual half yearly report. The Council still adhere to the explanation given in Forms A., B., &c., viz. to the effect that a pupil is to be classed as under any standard when he does

VI. State of Education in Schools.

fairly any portion of the work of the standard. Classifying a pupil under standard A. shows that he has satisfactorily surmounted the lower steps B. C. D. E. This does not in any way apply to examinations for certificates of education.

The attention of schoolmasters is called to the necessity of making every man pass an examination before being discharged from school. The books of all discharged pupils are to be kept until they have been seen by the Inspector or Superintending Schoolmaster.

Lieutenant Jacob has supplied the Council with a table showing the result of examination of the schools in the Bombay Presidency in writing from dictation; but, as he has omitted to mention the books from which the dictation was given, no judgment can be formed regarding the advancement of the pupils. The table, therefore, is not included in the Appendix.

Children.

Colonel Gleig and Mr. Sargeaunt observe a falling off from that excellent penmanship which was at one time the characteristic of regimental schools, and Mr. Sargeaunt attributes it to the ambition of schoolmasters to carry their pupils prematurely into dictation. Good penmanship is of so much value to young persons of this class of life, that the Council regard it as of primary importance in the school system; and they trust that schoolmasters will endeavour to restore the character of their schools wherever penmanship has been suffered to deteriorate. The Council request that inspectors and superintending schoolmasters will keep this object carefully in view.

Mr. Sargeaunt remarks that composition is not sufficiently attended to in the children's schools; and the Council consider that where a pupil is sufficiently advanced, the practice of writing letters and answers to questions on some of the subjects of education would be attended with great advantage.

The same inspector finds fault with the practice adopted in some schools of puzzling the brains of the pupils with rules of grammar. The Council fully agree with Mr. Sargeaunt in the expediency of confining the systematic teaching of grammar to the most advanced scholars, as young children learn better by ear and habit than by abstract rules; and grammar is best imparted to them by correcting inaccuracies as often as they occur.

VI. State of Education in Schools.

It appears to Colonel Gleig that the attainments generally of the children are lower than they were some years ago; and he thinks this may be accounted for by the diminution in the age of the children consequent upon the discharge of many parents after completing their first period of service.

Colonel Gleig complains of great irregularity in the attendance of grown children, who appear in some cases to attend or not according to their own or their parents' inclination. The correction of this abuse is in the hands of commanding officers, and the Council take this opportunity of soliciting their aid.

Colonel Smith, at Gibraltar, strongly recommends the system of "home lessons" to the children.

It is gratifying to learn that one of the boys brought up entirely in the school of the Royal Artillery Depôt, Sheerness, has successfully passed a competitive examination for the position of engineer student in the Royal Navy, taking the third place on the list. Other boys from the same schools have obtained similar success; but these have not been educated entirely in an army school.

There appears to be a great opening for the soldiers' children in India; for Lieut.-Colonel Lawrie reports that all the boys of the first class in the Royal Artillery school at Cannanore, have been taken to fill situations in the Post Office and the Telegraph Department.

VII.

VII. Attendance at School.

Attendance.

The Council regret that no improvement is visible in this particular. From Canada, Superintending Schoolmaster Stockham reports that in some of the regiments there are men on the books who have attended school not more than once or twice in the month, and this without any excuse on the score of severe duty. Superintending Schoolmaster Kirk too mentions the case of seven men who numbered among them 23 attendances in six months. Lieut.-Colonel McCrea mentions an instance of a commanding officer who had been indefatigable in his exertions to induce the men to attend school. He established night classes and attended them frequently. He limited promotion as much as possible to certificated men. Yet the result was

VII. Attendance at School.

not encouraging. While he offered pecuniary rewards for regular attendance matters went pretty well, but when these were dropped the attendance dwindled down nearly to nothing. For education itself the men cared little. A limited number had no objection to it provided it was made worth their while, but partial exemption from general duties formed no inducement in itself, schooling being only another kind of work. Of the night classes, containing 30 pupils, 6 obtained certificates, whilst more than half the number remained absolutely stationary in reading and writing after 260 attendances. But there is no necessity for multiplying proofs of the indifference with which the British soldier regards the advantages of education. Even in the French army, where commissions are so freely set before the soldier, and cannot be obtained by the uneducated, it has been found necessary to make attendance at the elementary schools compulsory on the recruit; and the Council entertain a firm conviction that a full return for the money expended will never be attained until compulsory attendance becomes the rule of the service. As a remedy for this evil Colonel Romer recommends that no man's name should be allowed to remain on the books who has not attended once at least during the week, unless satisfactory reasons could be shown for absence. Some restriction of this kind would undoubtedly be useful, but on the whole it is, perhaps, well to leave the matter in the hands of commanding officers, who best know what measures are most likely to encourage their men to take advantage of the schools.

Captain Dunn thinks the attendance is better in the Bengal Presidency than in Europe, the average daily attendance in the former ranging from 40 to 70 per cent. of the number on the school books: the Royal Artillery giving the best attendance.

Under the present system of registration each grade in the adult schools has a separate numerical arrangement. This is represented by Colonel Gleig to occasion considerable trouble without yielding any compensating advantage. The Council hereby authorize all schoolmasters to adopt one numerical arrangement, to include all grades, sergeants, corporals, &c. &c. At the suggestion of Colonel Gleig the index of the register will in future reprints be detached and enlarged, so as to serve for many volumes of the register.

The attention of schoolmasters is called to the necessity of keeping the register with great accuracy and regularity.

VII. Attendance at School.

In September 1867 the under-mentioned numbers were under education in the army schools.

Cavalry and Military Train	2,923
Guards	1,815
Infantry	22,386
Depôts	4,276
Out-Stations	620
Royal Artillery	5,442
Royal Engineers	378
Total	37,840

VIII.

Certificates of Education.

VIII. Certificates of Education.

In Appendix IV. will be found a Return of certificates in possession of corps for 1866–67. The certificates granted during the two years are shown in the several annual Reports of the Inspectors, of which the following is an epitome.

	1st Class.	2d Class.	3d Class.	Total.
1st Division, Lieut.-Colonel Gleig	80	420	1,387	1,887
2d „ Mr. Sargeaunt	38	109	243	390
3d „ Mr. Vicars	109	269	268	646
Malta	9	45	146	200
Gibraltar, Colonel Smith	40	102	81	223
Upper Canada, Sup^{s} Schm^{r} Stockham	7	91	172	270
Lower „ „ „ Little	14	55	72	141
Bengal, 1866 only	12	53	88	153
Giving a Total of	309	1,144	2,457	3,910

In accordance with the permission communicated in the Council's Fourth Report certificates have in most of the divisions been awarded on the results of ordinary annual examinations: hence there can be no general comparison drawn between the number of candidates and the number of certificates. But in the first division, where the number of certificates assumes such large proportions, no certificates have been granted without the intervention of special examinations, and from the Returns of that division the Council are enabled to give the following particulars:

Of 2,895 candidates examined in 1866 and 1867,

80 or 2·76 per cent. obtained 1st class certificates,
420 or 14·51 „ „ 2d „ „
1,387 or 47·91 „ „ 3d „ „
1,008 or 34·82 failed to obtain any certificates.

VIII. Certificates of Education.

Comparing this Table with that of 1865 the only important difference observable is in the proportion of first-class certificates, the per-centage in 1865 having been 6. This, no doubt, is owing partly to the more stringent nature of Colonel Gleig's examination: for if the returns of any other examination be referred to, the proportion of first-class certificates will be found to be much higher. Of 223 certificates granted by Colonel Smith at Malta no fewer than forty, or 18 per cent. were of the highest class, while of 1,887 granted by Colonel Gleig only 80, or 4¼ per cent. were of the first class. Nearly 17 per cent. of the certificates granted by Mr. Vicars and 9½ per cent. of those granted by Mr. Sargeaunt were of the highest class. The discrepancy observable in awarding certificates can hardly be accounted for by different conditions of preparation of the candidates over such large areas of inspection: but is most probably due to difference in the style of papers and in the mode of estimating the answers. The Council have been carefully considering some scheme for remedying what cannot fail to be an evil in the system.

Colonel Gleig is inclined to attribute this falling off to the work in army schools being now more exclusively devoted to the rudiments of education. But on comparing that officer's return for three years it is seen that of the successful candidates 3¼ per cent. obtained first-class certificates in 1865, 5¾ per cent. in 1866, and 3 per cent. in 1867, the average of the last two years exceeding the per-centage of the year 1865.

That these certificates are becoming more appreciated is evident from the great increase in the number of candidates. In the 1st division there were 1,636 last year against 955 in 1865. This proves that a stimulus has been given which cannot fail to act beneficially on the schools.

In Toronto the schoolmaster was permitted to issue a notice pointing out the advantages attendant on the possession of certificates, and this is reported by Superintending Schoolmaster Stockham to have been very successful. Of 346 candidates who came forward at one of the examinations in 1866 the greater number were men belonging to special classes.

Colonel Gleig recommends the addition of a certificate intermediate between the first and the second to meet the views of many commissioned officers who require in their sergeants a higher standard of arithmetic than that which is included in a second-class certificate, but do not regard as necessary a knowledge of any of the extra subjects provided for in a certificate of the first class. Other inspectors

have expressed similar opinions: but after full consideration of the subject, it was not thought advisable to adopt their suggestions.

Colonel McCrea recommends the addition of a penny to the daily pay of men possessing second class certificates. If this were conceded it would be necessary to add another penny for the possession of a first-class certificate; and although a money reward cannot fail to act as a strong stimulus to exertion, the Council do not feel themselves at liberty to recommend that soldiers should be rewarded directly from the public purse for the acquisition of accomplishments which so greatly affect their own interests. The country already offers on a most liberal scale the opportunity of obtaining an education which cannot fail under ordinary circumstances to repay the soldier by promotion while in the army, and by procuring for him civil employment on his discharge. In Appendix IV. No. 2. will be found an extract from the regimental orders of the Royal Scots Greys defining the qualifications necessary for promotion; and if such rules were of general application no other inducement would be necessary.

Certificates do not appear to be made available to soldiers in the Bombay Presidency. Lieut.-Colonel Lawrie reports that they have been sanctioned for the troops serving in Madras by the Commander-in-Chief in that Presidency. In Bengal the system is in operation: but Captain Dunn finds few candidates, stating as a reason, that the soldier thinks the attainment of a third-class certificate too easy, and that few men study with the special object of obtaining the higher certificates. The Council do not consider this argument to be very convincing: they think that when the system becomes better known among the troops, and when commanding officers shall make educational acquirements necessary for regimental promotion, the men will not be backward in qualifying for third and second class certificates.

The Council observe that Captain Dunn has used a wise discretion in forbearing to examine for certificates at the ordinary annual examinations, when, from want of space or from other causes, due precautions could not be used to prevent the candidates from copying or from obtaining assistance from one another. This discretion is recommended for imitation to all inspectors and superintending schoolmasters who propose to grant certificates at the ordinary annual examinations.

One Inspector reports that many men otherwise well qualified for second-class certificates were rejected for their

VIII. Certificates of Educa-

want of knowledge of Savings Bank accounts. The attention of schoolmasters is directed to this point.

IX.

IX. Special Classes.

Special Classes.

The Council observe a growing appreciation of the advantages to be derived from special classes; and they hope that as these advantages become known, special classes will increase considerably in number, and be constituted more in accordance with the system advocated by the Council.

In the 1st division there were in 1866, 23 special classes in which the system is reported by Colonel Gleig to have been thoroughly carried into effect, with the usual excellent results. In the following year there were 36 such classes.

In the 2d division special classes were reported by Mr. Sargeaunt to be rare in name and non-existent in reality.

In the 3d division Superintending Schoolmaster Newsome made in 1867 a very favourable report upon a special class in the 1st Battalion 34th Regiment, then at the Curragh. This was a small class of 17 men commenced in July. They gave 3½ hours attendance for five days per week, and were called upon to do work at home in reading, writing, arithmetic, and spelling. The men took to the work cheerfully, and the results, tested by examination, were highly satisfactory, and at the end of six months twelve of the class were capable of passing for full corporal. During 1867 special classes were almost entirely suspended in Ireland.

At Gibraltar and Malta the severity of garrison duty appears to be fatal to the system, although in 1866 all the corps at the former place had special classes. One exception is, however, reported from that station, where the 15th Brigade, Royal Artillery, keep up special classes with extreme care. Two men selected from each battery having once joined the class are never permitted to be absent from it without special leave, excepting on Saturday, when they mount guard. The schoolmaster has orders to make a report direct to the commanding officer of any absentees.

In Canada the system has met with special favour, and the effects of a general order issued by the Lieut.-General in command at the end of 1865 are still apparent. The

attendance is purely voluntary, and the privilege is much esteemed by the men. IX. Special Classes.

Colonel Peacocke, in command of 1st Battalion, 16th Regiment, writing from Hamilton, Canada, says: "The "special classes have been continued through the past "winter with very favourable results. I consider they "afford the only means by which an appreciable effect can "be produced on the education of the soldier.

Colonel Lowry, commanding the 47th Regiment in Nova Scotia, reports in similar terms. "A special class of about 30 men has been under instruction, and exempt from the performance of almost all other duties, guards excepted, for nearly five months. The results are satisfactory; and I consider the system to be productive of great good, and to be specially suited to the winter season in this country, where much out-door occupation is not possible. Promotion to all ranks is made to a considerable extent dependent on educational proficiency, as tested by examination."

Captain Dunn reports that there were in 1867, 23 special classes in the Bengal Presidency, averaging 25 men each on the roll, with an average daily attendance of 15. One regiment, the 1st Battalion, 11th Foot, had the large average attendance of 54. Major Roe, commanding this regiment, gives the following account of the class.

"In April last (1866) I called for 80 volunteers, an "average of 8 men per company. This call was quickly "responded to, and these men formed a special class, which "has been working ever since, with the average daily "attendance of 54. The results, as shown by the book, "are so much more satisfactory than usual among the men "that I have determined upon carrying on the system by "forming fresh classes every six months."

Lieutenant Jacob, Superintendent of Army Schools, considers that the system of special classes had not (in 1867) grown into favour in the Bombay Presidency. He mentions four in the Royal Artillery, one in the Cavalry, and five in the Infantry: but observes that many of these, although called "special classes," are not formed in accordance with the system proposed by the Council, and that their speciality consists in attending more regularly than the ordinary classes. The Council, however, have knowledge of one striking exception to the general rule. In the 26th Cameronians, two special classes are formed, the higher one for men who are likely to become non-commissioned officers, the lower class for gradually educating all men of the regiment until they obtain third-class certificates.

IX. Special Classes.

The strength of the class being limited, the best soldiers are taken first, and candidates are never wanting. The commanding officer, Lieut.-Col. Henning writes: "The "scheme has now been in working order for more than "twelve months, and the results have been most satisfac- "tory. A friendly competition exists among the non-com- "missioned officers, which induces them to employ their "leisure time to some advantage; and while to a com- "manding officer the fact of having a number of men "aspiring to promotion, and eligible for it, is an assistance "of no small consideration, it cannot fail in having a most "wholesome effect on the conduct of all in possession of "superior rank and regimental appointments."

The Regulations regarding education and promotion enforced in this regiment will be found in App. IV. No. 3.

It is stated in a report from the Rev. T. R. Maynard, that in the French army, where every illiterate soldier is compelled to attend school, a system very similar to that of our special classes has been introduced, owing to the impossibility, from want of schoolroom accommodation, to teach all the recruits of a regiment at one time.

X. Examinations.

X.

Examinations.

Under existing Regulations an Army School, whether of adults or grown children, is subject to the following examinations annually, viz.:

1. One annual examination by the Assistant Inspector or superintending schoolmaster;
2. Two half-yearly examinations by the schoolmaster;
3. One examination by the schoolmaster, prior to the annual examination by the Assistant Inspector or superintending schoolmaster;

Making in all four examinations; but one of the half-yearly examinations is dispensed with whenever the inspection takes place within two months of the holidays; and as the Assistant Inspector and superintending schoolmaster have been requested to arrange their visits as far as possible with regard to that object, the annual examinations will most generally be reduced to three.

In conducting the half-yearly examination it is the practice in some regiments to allow the men to drop into the schoolroom according to their individual pleasure, by which means the work of each examination is spread over a period of many weeks, to the great obstruction of the

regular business of the school. This is enough to bring into disrepute the whole system of examinations, which is otherwise calculated to be very useful. A better practice obtains, however, in other regiments. One, two, or three days, according to the size of the school, are set apart; and all the men on the school books are ordered to attend by squads. X. Examinations.

Captain Dunn reports that in India the men under instruction are allowed to work their questions on the slate, and after correcting their work to copy it into the examination books. Captain Dunn however properly finds fault with this practice, which must tend to frustrate the object of the examination. Colonel Gleig makes similar objections, and even shows from actual experiment that the work done by first effort is generally better than that which is entered in the books. The Council fully concur in condemning this practice, and they desire that the Inspectors and schoolmasters will disallow it at all examinations.

The expediency of remitting the Midsummer half-yearly examinations by the schoolmasters with the troops in India has been pressed upon the Council with arguments so satisfactory, that they have addressed the Adjutant-General of the Army recommending the measure.

XI.

Children's Schools.

XI. Children's Schools.

Full descriptions of the organization of the schools for young children are to be found in the former reports of the Council, as well as in the regulations for army schools, of 25th May 1863.

The accounts received of these schools for the past two years have been satisfactory, the attendance of children being generally regular. In September 1867 the following numbers were under instruction :—

Boys - - - -	4,960
Girls - - - -	3,614
Total - -	8,574

In India there appears to be a prejudice against the mixed system of education, which is found to be so beneficial elswhere ; and at many of the Indian cantonments the girls are placed entirely under the schoolmistress.

XI. Children's Schools.

The Council consider this arrangement as very detrimental to the education of the girls, and they are satisfied that it cannot be necessary under ordinary measures of instruction. Captain Dunn speaks strongly of the disadvantage thus caused to the girls in the schools of the Bengal Presidency.

Infant Schools.

In September 1867 there were attending the infant school :—

Boys - - - -	5,051
Girls - - - -	5,400
Total - -	10,451

The reports of these schools are very favourable.

Colonel M'Crea gives in his report the full account of a German system of imparting the earliest lessons in reading. It is a sort of game with letters; the letters of the alphabet being painted or stamped upon counters. It is without doubt a good method, and it can be tried with letters written or printed on card: but the Council apprehend that counters of a permanent nature would be very expensive, each school requiring a large number of alphabets.

With reference to the objection made by the Council in their fourth report to the custom of teaching infants to write, Captain Dunn suggests that this should not apply to the mere formation of letters on the slate, which is found to be useful as an aid to the reading lesson, as well as an amusement to the children. The Council concur with Captain Dunn; it was only to formal lessons in writing that the objection referred.

It appears by Captain Dunn's report that the home system of a graduated scale of salary for pupil teachers (see Army School Regulations, Section 74.) has not been adopted in the Bengal Presidency. The Council would draw the attention of the local Government to this point, which is one of some importance to the efficiency of the schools.

Industrial Schools.

On the 30th September 1867 there were attending the industrial schools 10,681 children.

Judging by the reports of ten Inspectors these schools are doing good and valuable service. At the scholars' exhibition at Toronto in 1866 the work of these schools occupied three stalls.

XII.

Religious Instruction.

XII. Religious Instruction.

The children's schools are opened with prayer, which is followed by a Bible lesson, the attendance being voluntary.

Colonel Gleig observes that the results of the established system of religious instruction continue to be favourably reported on by many chaplains, not all of whom however have assumed the direction of the Bible lessons.

Mr. Sargeaunt speaks in high terms of the system pursued by the Schoolmaster of the 6th Brigade, Royal Artillery, who, being apparently unassisted by any chaplain, takes the children through a regular course of carefully prepared lectures. This is assuredly better than giving discursive lessons suggested by the epistle and gospel of the week; and it is to be hoped that army chaplains may be able to sketch out for the schoolmasters a connected course of instruction in both the Old and the New Testament, which may have the effect of imparting a sound knowledge of the principles of Christianity as well as of sacred history.

XIII.

Royal Military Asylum, Chelsea.

XIII. Royal Military Asylum, Chelsea.

This institution consists of a school for orphan boys of soldiers of the regular army, established in 1803, and of a Normal school for training army schoolmasters, established in 1846.

Normal School.

This establishment comprised, on the 31st March 1868, 29 students, of whom 7 were civilians, 4 pupil teachers, and 18 soldiers.

Of the above persons 15 are in the Normal, and 14 in the Model Schools.

The following were admitted between 1st April 1866 and 31st March 1868 by competitive examination:—

4th Class Schoolmasters - -	2
Pupil Teachers - - -	7
Civilians - - - -	8
Non-commissioned Officers and Soldiers -	23
	40

The result of the several examinations of the 1st division of students during the last two years is shown in App. VI. No. 1.

XIII. Royal Military Asylum, Chelsea.

Model School.

The authorized establishment of boys at Chelsea Asylum is 500. The actual number on the 31st March 1868 was 486 of the following ages:—

Under 6 years - -	3
From 6 to 7 years - -	9
„ 7 to 8 „ - -	32
„ 8 to 9 „ - -	56
„ 9 to 10 „ - -	44
„ 10 to 11 „ - -	88
„ 11 to 12 „ - -	80
„ 12 to 13 „ - -	71
„ 13 to 14 „ - -	88
„ 14 to 15 „ - -	14
„ 15 to 16 „ - -	1
Total - -	486

The boys are received between the ages of 5 and 10 years; and, under ordinary circumstances, they are not kept after 14.

The elder boys are instructed either in music or in trades, the distribution being at present as follows:—

Musicians - - -	100
Drummers and fifers - -	68
Tailors - - -	63
Shoemakers - - -	79

The following table shows the number of boys who have been discharged from the Asylum since 31st December 1860.

Years.	Average Strength.	Number of Boys whose Time expired.			Number of Boys reported fit for the Army.		
		Fit for Army.	Unfit.	Total.	Volunteered for Army.	Remained as Monitors.	Delivered to their Friends.
1861	410	42	4	46	39	—	6
1862	410	65	11	76	52	3	19
1863	410	92	11	103	77	1	24
1864	407	69	20	89	43	1	45
1865	497	14	6	20	12	—	8
1866	496	63	15	78	46	—	17
1866-7	496	77	14	91	59	—	18
1867-8	490	70	19	89	55	—	33
Total		492	190	592	383		170

It thus appears that of 180 boys discharged during the last two years 114 boys or 63 per cent. volunteered for the army, while 33 boys or 18 per cent. were found to be unfit for the army. This contrasts unfavourably with the Report from the Royal Hibernian School in which only 5 per cent. are returned as unfit. The evil appears to be increasing, for the average of 8 years gives only 17 per cent. and the proportion for 1867–68 is actually the worst of all, being 21 per cent.

The following Table is formed from the annual Reports furnished by regiments of individuals serving in the army in 1866–67 who were educated at the Royal Military Asylum. The complete Returns for 1867–68 have not been received at the asylum.

Rank.		Character.	
Officers	2	Exemplary	32
Staff Serjeants and Serjeants	57	Very good and good	545
Band Masters	3	Indifferent	30
Drum and Trumpet Majors	13	Bad	9
Corporals and Bombardiers	49	Very bad	—
Drummers	164		
Privates	328		
Total	616	Total	616

Of the pupils of this establishment known to be in the army two are commissioned officers, while 20 per cent. are non-commissioned officers. This is very satisfactory considering that a large majority of the boys who enlist in the army are placed in regimental bands.

Educational Department.

This consists of a head master, assisted by four masters, and, on the 31st March 1868, by 22 pupil-teachers, fourth-class masters or students.

The educational condition of the school is exhibited in the following statement. The school consisting of 499 boys, there are,—

Acquiring religious knowledge	473
Learning reading	473
„ writing on slates	33
„ „ on paper	440
„ „ from dictation	350

XIII. Royal Military Asylum, Chelsea.

Learning	arithmetic, slate	473
„	„ mental	473
„	Euclid	33
„	outlines of natural philosophy	33
„	geography	350
„	English grammar	350
„	analysis of sentences	91
„	etymology	121
„	English history	350
„	Colonial	87
„	model drawing	63
„	vocal music	213
Object lessons are given to		382
Learning	"Paradise Lost"	33
„	"Deserted Village"	28
„	Miscellaneous Poetry	170

The Rev. Canon Moseley, who has examined the school half-yearly, has given a Report which will be found in Appendix VI. No. 2. This school possesses many advantages. The boys generally remain several years, during which time regularity of attendance in the classes is rigidly enforced. The masters are picked men, and the head master, Mr. McLeod, is a gentleman of great ability and experience. Under such favourable circumstances good results may reasonably be expected, and the report of Canon Moseley shows that these expectations are not disappointed. The boys of the first school, for there are five schools or classes, read with ease and intelligence such poetry as that of the "Paradise Lost," and they are taught to analyze the sentences. They write remarkably well from dictation; they work well in arithmetic up to practice and vulgar fractions, and they have a good elementary knowledge of geography and English history. The model drawing of the boys gained the commendation of the examiner, the Rev. W. Kingsley. All are taught vocal music and some become good instrumental musicians. Canon Moseley considers that fifty per cent. of the boys on leaving school have reached a standard of attainment equal to that of the more advanced boys in a middle class school of the best kind: thirty-three per cent. have reached about the standard of the most advanced boys in a national school, while seventeen per cent. are dull and indolent boys.

A large number of boys were on the sick list during Canon Moseley's inspection, amounting to 8 per cent. of the establishment, which the Council consider a much larger proportion than ought to exist in such an establishment.

XIV.

Royal Hibernian Military School.

This establishment for the orphan sons of soldiers is situated within the boundaries of the Phœnix Park, Dublin, in a most salubrious spot.

On the 31st March 1868 the school consisted of 410 boys of the following ages :—

Under 8 years	10	From 14 to 15 years	5
From 8 to 9 years	33	„ 15 to 16 „	1
„ 9 to 10 „	57	Appointed, but not joined	10
„ 10 to 11 „	79		
„ 11 to 12 „	64	Total	410
„ 12 to 13 „	75		
„ 13 to 14 „	76		

The following return shows the educational condition of the Royal Hibernian Military School on the 31st March 1866.

Learning to read	400
Writing on slates	61
„ on paper	339
„ from dictation	251
Preliminary exercises in dictation, on slates	149
Arithmetic on slates	400
Arithmetic (mental)	251
Algebra	26
Mensuration	26
Elementary exercises in mechanics	26
Geography	400
English history	400
„ grammar	251
Etymology	62
Analysis of sentences	62
Drawing	251
Sacred history	400
Vocal music	208

XIV. Royal Hibernian Military School.

The following is the distribution of the boys who are taught to work at trades:—

Musicians	22
In training for musicians	36
Drummers and fifers	45
Buglers and trumpeters	28
In training for ditto	6
Shoemakers	40
Tailors	112
Carpenters	8
Total	297

By the following return it appears that of 190 boys whose time has expired during the two years ending 31st March 1868, 181 boys were reported fit for the army, and that of these 148 or 82 per cent. enlisted for the army, while 5 remained as monitors; 9 boys or 5 per cent. were reported unfit for the army, and of these one was appointed to a trade.

RETURN showing the proportion of Boys who have volunteered for the Army, &c. from 1st April 1867 to 31st March 1868.

Years.	Average Strength.	Number of Boys whose Time expired.			Distribution of Boys reported fit for the Army.			Distribution of Boys found unfit for the Army.		Remarks.
		Reported fit for the Army.	Reported unfit.	Total.	Enlisted for the Army.	Remained as Monitors.	Delivered to their Friends.	Apprenticed to Trades.	Returned to their Friends.	
1866-7	410	86	5	91	68	2	16	1	4	
1867-8	410	95	4	99	80	3	12	0	4	
		181	9	190	148	5	28	1	8	

ABSTRACT of the Number of Boys formerly in the Royal Hibernian Military School, and serving in the Army on 1st January 1868 (date of last Returns from Regiments). XIV. Royal Hibernian Military School.

Rank.	Number in each Rank.	Character.	Number.
Officers	8	Exemplary	50
Bandmasters	10		
Serjeant-majors	1	Very good	214
Enlisted schoolmasters	18		
Quartermaster-serjeants	4	Good	602
Troop serjeant-majors	2		
Colour-serjeants	21	Indifferent	46
Trumpet and drum-majors	8		
Serjeants	40	Bad	14
Orderly room clerk	10		
Paymaster's clerks	5	Very bad	1
Lance-serjeants	8		
Corporals	50		
Lance corporals	19		
Bombardiers	15		
Musicians	708		
Drummers			
Gunners			
Sappers			
Privates and Boys			
Total	927	Total	927

It is very satisfactory to observe by the above returns, that of 190 boys whose time expired during these two years, only 9 were found unfit for the army, and that of the remaining 181 boys, 148 joined the army, while 5 remained as monitors, with the view of becoming army schoolmasters: giving a total of 153 or 80 per cent. to the service, a proportion, as the Commandant justly remarks, "both large and unprecedented." Colonel Wynyard calls attention also to the very favourable results shown in the abstract, where it is seen, that of 927 pupils of this school now in the army, 8 are commissioned officers, and 211 or 23 per cent. are non-commissioned officers: a very large proportion, considering how many must be either under age or detained as privates in the band.

In Appendix VI. No. 3. will be found the joint report of the gentlemen who examined the school for "Crimean Banquet Prizes" in December 1866. Of these gentlemen, one is Head Inspector, the other is District Inspector of schools under the National Board. According to their united testimony the boys evinced a degree of knowledge on the

XIV. Royal Hibernian Military School.

prescribed subjects considerably in advance of what is usually attained by lads of higher social position; while at the same time marked excellence had been shown in reading, writing, and arithmetic. The examiners consider the instruction to be of a thoroughly practical nature, with reference to the probable future of the boys; while the conduct of the boys gave evidence of the excellence of the discipline maintained in the institution. The Report of the same examiners in December 1867 is similarly satisfactory.

The Commandant has pointed out a few errors that occurred in the Council's Fourth Report: viz. at page xxxix. the number of boys learning the shoemaking work should have been 38 instead of 33, and the number 49 should take the place of 48 in the column headed "enlisted for the army." Also at page 96 of the Appendix, the candidates named respectively "Ovens," "Marshall," and "Reilly," should have been returned as pupils of the Royal Hibernian Military School.

XV. Lectures.

XV.

Lectures.

The lectures have been well attended and appreciated by the soldiers, and, with one exception, all the authorities speak favourably of them. Mr. Vicars declares them to have been generally attended by large audiences, more especially so when the magic lantern was brought into use. At Gibraltar, Colonel Smith says, the lectures were always well attended; and the men derived much amusement from them. From Portsmouth, Superintending Schoolmaster Kirk writes:—"I may remark that all the lectures this "season have been given before tattoo, and while the "canteens were in full operation; and although strenuous "exertions were made in the town of Portsmouth, during "the winter, to provide entertainments of various kinds, "with the view of enticing the soldiers from their barracks, "I have much pleasure in stating that the attendance at "the lectures this season has been fully equal to that of "former years." At this station the school department received very kind assistance from the Venerable Archdeacon Wright, chaplain to the forces, who gave several valuable lectures to the men. Lieut.-Colonel Moffat in transmitting the lists of lectures given at Kingston in Canada, bears testimony to the great amusement afforded to the soldiers by the lectures, especially by those on scientific subjects, at which he was present. Colonel Greer,

C.B., commanding 68th Regiment, makes very favourable mention of the attempts that have been made to amuse and instruct the men of that regiment, and he speaks from personal observation. Colonel Langley commanding the 2d Battalion, 16th Regiment, writing from Barbadoes, after stating that 20 lectures had been given by the schoolmaster during the winter 1866–67, interspersed with musical and literary entertainments, observes: — "The "entertainments are very popular with the soldiers and "their friends; especially the historical lectures, and those "on popular subjects; and they help to make the school "and the teachers much more prized by the men." All these lectures and entertainments, one only excepted, were given and managed by Army Schoolmaster Porter.

Lieut.-Colonel M'Crea, Local Inspector at Malta, takes a different view, and thinks that the lectures will never become popular with the men; and he considers those illustrated by the magic lantern to be especial failures. He would be sorry to see the system continued, and would recommend readings instead, reserving the lantern for the entertainment of the children at Christmas.

The same officer, however, in forwarding, a few months later, a return of lectures and readings for the season 1867–68, is "glad to add, that his Excellency Lieut.-General "Sir Patrick Grant has shown himself no mean supporter "of this instructive kind of recreation, not a little contri-"buting in this way towards its success;" and Schoolmaster Porter, 1st Battalion, 16th Regiment, stationed at Malta, reports that the favourite subjects of these lectures were "history and geography, illustrated by the lantern."

It appears by the reports of Captain Dunn and Lieut.-Colonel Laurie that very few lectures were given to the troops in the Presidencies of Bengal and Madras. Lieut. Jacob at Bombay is silent on the subject.*

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* The under-mentioned lectures and entertainments were not enumerated in the Council's last Report.

St. Helena, 1865–66.—Four lectures, illustrated by the magic lantern, interspersed with songs, were given by Sergeant O. Edmonds, 1st Battalion, 10th Foot.

Cape of Good Hope, King William's Town, 1866.—Schoolmaster Kidd gave seven lectures, illustrated by the lantern, and Major Redding, 10th Foot, gave one, illustrated by plans and maps; Schoolmaster James Northway, of the Cape Mounted Rifles, gave, during 1866, seven lectures, illustrated by the lantern, and one reading; Lieut. Poole, R.A., gave one illustrated lecture.

The Council here notice an error which occurred at page 108 of their Fourth Report. Owing to the confused manner in which the list from Plymouth was drawn up, Army Schoolmaster Fry was credited with only four lectures during the season 1865–66, when he delivered ten.

XV. Lectures. The Council publish as usual the memorandum drawn up by Mr. McLeod, Head Master of the Model School, Royal Military Asylum, who superintends with great pains and success the circulation of the slides and other details of what is now become a very extensive institution. This memorandum will be found in Appendix VII. No. 1.

XVI.

XVI. Garrison Libraries.

Garrison Libraries.

In Appendix VIII. will be found a list of garrison libraries, including those of the Royal Artillery and Royal Engineers for March 1868.

The aggregate number of volumes in these libraries is 211,278, showing a net increase of 7,565 volumes since March 1866. During these two years 18,967 volumes have been added by purchase from the funds, and more than 3,500 have been added on account of libraries brought for the first time upon the list; but there has been a heavy deduction of 15,018 volumes by loss, wear and tear, &c. In 59 instances the number of volumes has been reduced, and in some of these the decrease bears so large a proportion to the whole as to threaten early extinction. All the above libraries, 59 in number, are, except those of the Royal Artillery at Woolwich, very small libraries, where the subscriptions are insufficient to cover the expense of repairs and renewals.

The circulation during 1867–68 has amounted to 373,895 volumes, being 114,609 less than during the year 1865–66. This falling off is probably in a great degree accounted for by the heavy duties that fell upon the troops stationed in Ireland.

The contributions received from Recreation Rooms funds amounted during the past year to 2,450*l.* 19*s.* 10*d.* including the salaries of the librarians, which are provided in excess of the obligatory quarterly contribution of 5*s.* per troop or company.

The salaries of the librarians amounted to 654*l.* 12*s.* 6½*d.*, not including those of a few permanent librarians, which are defrayed from the public funds. Deducting this from the amount of contribution above mentioned, there was a sum of 1,796*l.* 7*s.* 3½*d.* left for purchasing new books and repairing old ones, as well as for supplying stationery to libraries.

The libraries continue to give great satisfaction, though the Council doubt much whether their utility is sufficiently

developed. In their Third Report the Council brought to prominent notice some suggestions of Lieut.-Colonel Gleig's recommending that a larger proportion of the whole number of volumes composing a garrison library should be in the hands of the several regimental librarians, for the purpose of placing the works more immediately before the soldiers, and of thus tempting them to read the better classes of literature; and the Council would again press this scheme upon the attention of library committees. XVI. Garrison Libraries.

The Rev. T. Maynard, chaplain to the forces, who long took deep interest in managing the garrison library at Canterbury, has placed before the Council some interesting statistics regarding that library, which will be found in Appendix VIII. No. 2.

Great trouble had been taken to supply the soldiers at Canterbury with catalogues, and this appears to have had good effects, for although the demand was greater by far for works of fiction,—there being 4,694 issues for 500 volumes of this class during one year,—still the other classes of books, including poetry and science, were not entirely neglected.

Besides the garrison libraries at Chatham there is a Soldiers' Institute, which combines library and recreation rooms. It is supported chiefly by the troops, but is not under the control of the Council. The manager, however, has informed them that during the year ending 31st December 1867, the circulation amounted to 39,492 volumes.

XVII.

Recreation Rooms.

XVII. Recreation Rooms.

On the 31st March there were 212 establishments, of which—

107 possessed only one room
105 „ two rooms
116 were provided with refreshment bars.

The number of establishments has slightly increased since the date of the last Report.

The number of subscribers on 31st March 1868 was 59,647, showing an increase of 4,351 since 1866.

The amount of subscriptions in addition to the Government allowance was 5,939*l.* 10*s.* 7½*d.*, showing an increase of 115*l.* 15*s.* 0½*d.* The salaries of the attendants (regimental librarians) amounted to 1,379*l.* 7*s.* 6¾*d.*

The Council have received no returns from the many regiments and brigades serving in India.

XVII. Recreation Rooms.

These institutions are admirably suited to the requirements of the soldier, their beneficial effects are frequently mentioned by commanding officers, and it is much to be regretted that each corps cannot be supplied with two rooms.

Besides the Soldier's Institute at Chatham, mentioned in the preceding Section, there is an institute at Aldershot supported by voluntary subscription, to which the soldiers have access. The Council receive no report from this establishment.

The Council take this opportunity to notice a report by the Rev. T. Maynard on the French system of military education. This gentleman, during a long visit to Paris, devoted much attention to the system of education newly adopted in the Imperial army, and at the request of the Council he was commissioned to report thereon. This report was transmitted to the Secretary of State for War on the 29th of June 1868, and the Council understand that it will be printed.

The principal features of the system are as follows:

Education up to a certain point is compulsory. Every French recruit, unless previously educated, is compelled to enter the lower school of the first degree after completing so much of his drill as to be qualified to mount guard. The education here given is about equal to that which is required in our school for obtaining the third class or lowest certificate. Next above this is the school for the education of the class of "elèves caporaux," a preparatory class for the junior grades of non-commissioned officers. The amount of education here acquired is about equal to that necessary in our schools for obtaining a second-class certificate. Then follows the school of the first degree, which all non-commissioned officers must attend, including those who aspire to commissions. Non-commissioned officers are obliged to acquire an amount of education about equal to that which is represented by our first class certificates.

These schools are confined entirely to the adult soldier and musician. Marriage being unrecognized in the French army there is no provision made for soldiers' children, whose education under the British system gives occupation to so large a staff of instructors, and absorbs so great a portion of the educational grant.

All the schools are conducted by commissioned officers who officiate as schoolmasters. No pecuniary remuneration

is given, but they are relieved from all other duties. They are assisted by non-commissioned officers who receive a small fee for each day of attendance.

There are no buildings especially set apart for school purposes. The men are paraded in a barrack room or any other convenient chamber, but without special furniture. Each pupil, being supplied with a portable tablet which is slung by means of a shoulder-strap, stands as on parade during the lesson.

The system is thus made very inexpensive. Officers are found willing to devote an hour or two daily for five days of the week on consideration of being relieved from all other duties; and very capable assistants are found in the non-commissioned ranks, who see in a zealous discharge of scholastic duties a stepping stone to promotion.

The actual method of teaching, the invention of M. Roland, is to ordinary school subjects what that of Mr. Hullah is to music. A class of pupils is taught on the simultaneous principle; a practical instructor gives out the syllable, the word, or the arithmetical figure, which is repeated by each individual of the class. The text book for the lower school, for reading, grammar, and arithmetic, consists of a pamphlet of twelve sheets, and the New Testament appears to be used for the more advanced reading lessons.

The Roland system, which is on its trial in the French army, does not appear to be approved of by the Minister of Instruction in the civil departments. But Mr. Maynard's Report contains many points which the Council have found worthy of careful consideration.

(Signed) W. NAPIER, Major-General,
Vice-President.
F. ABBOTT, Major-General.
HENRY MOSELEY.
E. H. F. POCKLINGTON, Colonel.
E. B. HAMLEY, Colonel.

APPENDIX.

APPENDIX I.—No. 1.

ALPHABETICAL LIST OF ARMY SCHOOLMASTERS.

Class.	Name.	Class.	Name.
Army	Abbott, John.	Army	Calladine, T.
2	Alderton, F.	Army	Capon, A. R.
Army	Aldwell, W. B.	1	Carnegie, C.
2	Allen, B. C.	2	Carroll, J.
Army	Anderson, T.	Army	Carson, T.
Army	Annett, E. J.	Army	Carthew, E.
Army	Annett, G. L.	2	Cartwright, J.
Army	Armstrong, R.	2	Chambers, J.
Army	Arthur, W. M.	2	Clarke, C.
Army	Assan.	Army	Clarke, P. H. T.
Army	Astbury, J.	1	Clift, C. W.
Army	Atkinson, C.	Army	Cochrane, H.
3	Atwell, A. H.	Army	Colquhoun, W.
		Army	Comerford, J.
Army	Bacon, E.	Army	Compton, J. B.
Army	Bacon, W.	Army	Coo, C. S.
Army	Barnes, A.	Army	Cooper, A.
Army	Bartram, W.	2	Curtis, G. E.
Army	Baskerville, R. C.		
Army	Bass, J.	Army	Davidson, J.
Army	Bastow, E.	Army	Davies, D. J.
Army	Bateman, R.	Army	Davies, James.
Army	Bell, John L.	Army	Davison, T.
Army	Bell, R.	2	Devereux, A.
Army	Belling, R.	Army	De Winter, J.
Army	Berresford, J.	Army	Dorman, J.
Army	Bingham, J.	Army	Douthett, A.
1	Bird, W. H.	Army	Dunnett, G. L.
Army	Black, M. A.	2	Dunn, F. W.
Army	Blake, C.		
Army	Boland, J.	1	Earp, T.
2	Bolus, F.	Army	Edmond, A. W.
Army	Boughton, G. H.	Army	Eldridge, J. E.
Army	Bramhall, E.	Army	Etler, C.
Army	Broome, T. A.	Army	Ewart, P.
Army	Brown, J.		
Army	Brown, W. J.	Army	Fenton, G.
Army	Bryan, W.	Army	Fleming, C. M.
Army	Burgham, J. A.	Army	Fletcher, C.
Army	Burns, J.	Army	Fliuter, T.
Army	Burton, T. W.		

APP. I.

No. 1.

Class.	Name.
Army	Flood, H.
Army	Flood, John.
Army	Fodringham, W. N.
Army	Forde, J. F.
Army	Foster, J. H.
2	Fowler, C. B.
Army	French, J. W.
Army	Fryer, W.
2	Gell, W.
Army	Gilbert, J. A.
1	Giles, E.
Army	Gillmore, J. W.
Army	Gilmore, James.
2	Goadby, S. H.
Army	Goodwin, W.
Army	Gooding, R.
Army	Gooding, W.
2	Grant, John.
Army	Green, George.
Army	Greene, P.
Army	Gunn, J. R.
Army	Halfpenny, W.
Army	Hall, W. R.
Army	Hamilton, G. B.
Army	Hanley, W.
Army	Harris, J. L.
Army	Hawkins, W.
Army	Haydod, C.
Army	Hayes, J. J.
Army	Hazard, J.
Army	Hebb, H. H.
2	Henderson, J.
Army	Henry, J.
2	Hickling, J. S.
Army	Hicks, C.
Army	Hill, W. J.
Army	Hobbs, J.
Army	Holland, G.
Army	Holloway, J.
Army	Hopkins, J.
Army	Howard, S.
Army	James, T. W.
Army	Jesse, Henry.
Army	Jones, T. W.
Army	Kavanagh, J. J.
Army	Kearns, J. W.
2	Keley, H.
Army	Kenny, R. T.
Army	Kidd, J.
Army	Lacey, J.
Army	Langford, W.
Army	Le Mar, W.
Army	Loftus, M.
1	Lowman, E.
Army	Lowry, F.
Army	Macartney, E. K.
Army	Macartney, George.
Army	Mahoney, J.
Army	Major, F. J.
Army	Mallandain, C.
Army	Mallory, F.
Army	Marshall, J.
Army	Masterson, J.
Army	Matthews, L.
Army	M'Ardle, J.
Army	M'Caskery, G.
Army	M'Cormick, J.
Army	M'Elwee, A.
2	M'Ewen, W.
Army	M'Governe, R. W.
2	M'Ilherron, D.
1	M'Kay, D.
1	M'Kinder, W. M.
Army	M'Lean, James H.
Army	M'Lean, J. W.
2	M'Lean, R.
Army	M'Mahon, Arthur.
Army	M'Mahon, Thomas.
Army	Mills, P.
Army	Minnion, W.
Army	Moore, J.
Army	Moore, Thos. C.
2	Moran, J.
Army	Morgan, W. G.
Army	Morrison, D.
Army	Munro, W.
Army	Murray, J. H.
Army	Myatt, C. W.
Army	Myles, W. E.
Army	Naylor, C.
Army	Northway, J.
3	O'Brien, Wm.
Army	O'Connor, T.
Army	Ogg, G.
Army	Ovens, H.
Army	Palmer, R.
1	Parsons, A.
Army	Payne, W.
Army	Peel, T.
Army	Pell, R.
Army	Perkins, J. C.
Army	Pither, J. R.
Army	Pither, R. G.

Class.	Name.	Class.	Name.
Army	Polden, T.	1	Stanton, C.
Army	Pollard, J.	1	Stapley, R. C.
Army	Porter, J. H.	Army	Stevenson, W. C. C.
Army	Porter, John.	Army	Stewart, J. W.
Army	Pratt, G.	Army	Stubbs, W. H.
2	Purdon, S.		
		2	Tapsell, J.
Army	Raymer, R.	Army	Taylor, R.
Army	Read, W.	1	Thacker, W.
Army	Redman, W.	Army	Thane, J.
Army	Reilly, James.	1	Thompson, A. A.
Army	Reilly, J. C.	Army	Thomson, J. F.
Army	Revell, N.		
2	Rice, G. T.	Army	Venn, G.
2	Richardson, W.	Army	Venner, H.
Army	Rix, W.		
2	Robertson, A.		
Army	Robinson, Horatio.	Army	Walters, R.
2	Robinson, William.	2	Walker, T.
1	Rogers, E. H.	Army	Ward, F. K.
2	Runcieman, A.	Army	Waters, R.
Army	Rutherford, R.	Army	Weller, W.
		Army	Wells, J.
Army	Scarlett, T. H.	Army	Wheeler, W.
Army	Scholvein, G.	Army	Whitaker, F.
Army	Sessford, J. R.	Army	White, B.
Army	Shannon, W.	Army	Wicks, T.
Army	Shaw, G.	Army	Willsher, J.
Army	Sheffield, Thos.	Army	Wilson, Alfred.
Army	Shields, J.	Army	Wilson, Chas. M.
Army	Ship, S.	Army	Wilson, Chas. S.
2	Shipman, E.	Army	Wilson, William.
Army	Short, T.	Army	Winter, W.
Army	Smears, J. A.	Army	Wonnacott, W.
Army	Smith, T. W.	Army	Wright, C.
Army	Souter, W.	Army	Wroughton, J.
Army	Spiller, T.		
Army	Spong, G.	Army	Young, G.

App. I. No. 2.

Appendix I.—No. 2.

List of Schoolmasters appointed by the Government of India.

Class.	Name.	Class.	Name.
1	Braide, William.	3	Hart, Charles.
3	Branagan, William.	3	Haynes, F. L.
2	Clifford, William W.	4	Houlihan, James.
4	Clancey, Lawrence.	1	Keily, John.
3	Douglas, James L.	3	Kenny, Michael.
2	Eldridge, James F.	3	Lalor, Joseph A.
3	Eaglesome, George.	3	M'Pherson, George.
3	Fitzgerald, John.	4	Mortimer, Charles.
4	Fitzgerald, Charles J.	3	Pardy, Thomas.
4	Farrell, Robert C.	3	Rees, John.
3	Ginn, Henry P.	2	Sherwood, T. C.
3	Gilmore, Charles.	3	Sealy, James.
3	Gibbs, William.	3	Smith, Henry W.
4	Gainher, James.	4	Sherwood, A. C.
4	Green, John.	2	Wolfe, Alfred.

App. II. No. 1.

Appendix II.—No. 1.

From Lieut.-Colonel Gleig, Royal Artillery, Assistant Inspector of Army Schools for South Britain.

Sir, Ashtead, 31st January 1867.

In accordance with the instructions for assistant inspectors of army schools I have the honour to submit the following report for the information of the Council of Military Education.

The statistics of attainments and progress already furnished during the past year by superintending schoolmasters and by myself embrace all the information of that kind which I have to offer, except in reference to the examinations for school certificates. Upon the subject of these I append a return showing the number of candidates examined by me during the past year, and the number of successful candidates in the several regiments and corps in which the examinations were held. I am in a position to furnish the Council with a return of the number of unsuccessful candidates in each regiment and corps if they desire it.

The practical suggestions which I ventured to make in my last annual report—at greater length than I could have wished—have been so recently made public, that I have had no opportunity of observing whether I was justified in supposing that they might prove useful to schoolmasters and others interested in the army schools, and occupying positions of authority or influence in reference to them. But there is one point of a thoroughly practical character to which I adverted in my report last year, of which I feel bound to make mention again in presenting this report to the Council of Military Education, as indeed, I have frequently done in the course of the inspections which I have made during the past year to the schoolmasters and to others. The examination returns still show, by the results embodied in Table I., that the classification of pupils according to the system established in 1864 is not carried into effect as thoroughly as it might be. No doubt something must be allowed for nervousness in the pupils, and for accidental circumstances of various kinds, in considering the results of the examinations, especially of those conducted by the assistant inspectors and by the superintending schoolmasters; but, after making the fullest allowance on this score, I am still of opinion that the returns of attainment in Table I. of the Examination Reports indicate defects of classification in many schools. Perhaps this is the case to a greater extent in adult schools than in schools of children; but in the schools of both classes I believe that pupils of unequal attainments are instructed together in not a few instances in which this might be avoided if schoolmasters exercised due watchfulness over all their classes, or attached due importance to the principle of classification which the Council have established.

The return of men examined for school certificates compares favourably with that which I presented to the Council last year, satisfactory as I think that that was. The number of candidates examined within the last twelve months, now reported on, has been greater than during the fifteen months which were comprised in the former return, and the proportion of those examined who have been successful is also larger; and I may add that the general character of the examination papers has improved very much.

These satisfactory results are due in many instances to the direct encouragement which commanding officers have given to their men to become candidates for certficates. I think that in most of the regiments which have come under my observation the possession of a school certificate counts for something in the selection of a man for promotion, though the degree of importance attached to it of course varies very much.

In the Artillery especially, the system of making the possession of a school certificate an indispensable qualification for promotion is gaining ground, and cannot fail to exercise a sensible influence in re-establishing the ancient character of the non-commissioned officers of that corps as a well educated body of men, which circumstances quite beyond control have tended of late years to impair. Many of the examination papers which I have received from the Depôt Brigade (Artillery) School at Woolwich during the past year are really admirable; they are only equalled, but they are equalled, by those of the 1st Depôt Battalion of Infantry.

I think it would be of advantage to introduce a fourth class of certificate intermediate between the first and second. It should be called a "Superior Second Class Certificate," and should be awarded to men who qualify for first class certificate in reading, writing from dictation, and

APP. II. No. 1.

arithmetic, but who fail to qualify in two of the extra subjects enumerated on the back of the 1st class certificate. There are many candidates who fail to qualify for a 1st class certificate whose acquirements are not fairly indicated by a certificate of the 2d class. Moreover it is within my knowledge that some commanding officers require in their sergeants a more extended acquaintance with arithmetic than that indicated by the possession of a 2d class certificate, who yet do not consider that a knowledge of any of the extra subjects in which a man must pass an examination for a 1st class school certificate is necessary; and I have reason to believe that if the modification which I suggest were introduced, many of such commanding officers would make the possession of a "Superior 2d Class Certificate" a qualification for promotion, though they now unwillingly disregard the school certificate because it does not tally with the standard of attainments which they conceive to be proper for a sergeant or a pay sergeant, and in my opinion justly.

In very few regiments is a well defined standard of qualification fixed for the dismissal from school of the general body of pupils. In the case of non-commissioned officers, or of men who aspire to become such, it is usually the practice (though not universally) to require a certain amount of school instruction; and even when men are not ordered to attend the regimental school for the specific purpose of acquiring it, they are usually quite aware that attendance at the school will best afford them the means of attaining to it, and therefore place their names upon the school books and continue to attend school until they have reached the standard prescribed by their commanding officer as a qualification for promotion. But except in the case of these particular classes of men, there is not, in the great majority of corps, any rule that a soldier who joins the regimental school shall continue to attend it until he has reached a definite point of instruction. I think it is usually customary now to require of a soldier that if he places his name upon the school register he shall keep it there for one entire month at least, and shall attend the school throughout that period as often as circumstances will admit of his doing so. But in most cases a man who voluntarily places his name on the register is at perfect liberty to withdraw it after a single month's attendance, without any reference to the amount of progress which he may have made; and even in those rare cases in which men are required to attend until pronounced by the master either to have made so much progress as to be qualified to discontinue their attendance or to have attained the limit of progress for which nature has qualified them, I have never been able to ascertain that the schoolmaster has any well-defined test of the propriety of dismissing them.

It seems to me that the attainments indicated by the possession of a third-class certificate are of so very humble a character that any amount of instruction less than sufficient to enable a man to obtain one can hardly be of appreciable value; and therefore that it is almost useless for a man to attend school at all unless he continue to attend until he is able to pass such an examination as will entitle him to receive a certificate of the 3d class at least; and I am anxious to recommend to the notice of the Council of Military Education, as I have already in numerous instances recommended to that of commanding officers, the expediency of requiring that every soldier who attends school at all shall attend until he reaches this point of instruction, or is pronounced by the schoolmaster incapable of attaining to it.

It is probably unnecessary to say that I do not propose to make the possession of a 3d class certificate the test of a non-commissioned officer's fitness to be dismissed school.

There have been 23 special classes in the regiments reporting to me during the past year. In 15 of these the system was very thoroughly carried into effect, and the results were as usual excellent. In the remaining eight cases the system, as described in the circular issued some time ago by the Council of Military Education, was only imperfectly carried into effect. Nine special classes still remained in my district at the end of the year, and among them some of the 15 good ones above mentioned.

The chaplains continue to report favourably of the results of the established system of religious instruction. They have not yet all adopted the recommendation of the Council of Military Education and of the Chaplain General to take the direction of the schoolmasters' Bible lessons, and so to make the masters' teaching and their own conduce to a common object; at least they had not all done so recently. But the majority of them have, as I have before had occasion to report, and speak in the most gratifying terms of the readiness with which the schoolmasters labour to give effect to their wishes.

The conduct of both schoolmasters and schoolmistresses, as far as I have been able to learn, has been very good throughout the past year.

The superintending masters in my district deserve to be mentioned with the highest commendation.

Mr. Grant maintains at Woolwich the high character which during so many years service at Aldershot he established with persons of all ranks and classes.

Mr. Belling, who succeeded Mr. Grant at Aldershot, has proved himself equal to the duties of his laborious post. It is much to be regretted that a variety of duties connected with the school department in the camp, involving a large amount of correspondence, should interfere so much, as Mr. Belling finds that they do, with the exercise of that which I consider the most important of his functions, namely the visiting of regimental schools at uncertain periods, and reporting upon them to their respective commanding officers.

Mr. Stewart at Dover has a smaller charge than either Mr. Grant or Mr. Belling. But he performs the duties of it so conscientiously and with so much intelligence as to make me wish, in the interest of the public service, that his sphere of action were more extended, greatly as I should regret the loss of his assistance in the superintendence of my own district of inspection.

The business of examining for school certificates added to that of the periodical and occasional inspections of schools has at times imposed upon me an accumulation of work which it would have been difficult to overtake if the assistance of the superintending masters had not been invariably given with the greatest alacrity. My thanks are especially due to Mr. Grant and Mr. Belling for the aid which they have so efficiently rendered me in conducting examinations for certificates at Aldershot, often, I am sure, at the cost of no small labour to themselves.

Of the regimental reading rooms and recreation rooms I have only to repeat what I said last year, that they are admirably conducted, and that the advantages which they offer when suitably placed are fully appreciated and largely used by the troops.

I have, &c.

(Signed) A. C. Gleig,, Lieut.-Col., R.A.,
Assistant Inspector of Army Schools.

To the Secretary,
The Council of Military Education.

APP. II.
No. 1.

Regiments and Corps in which Examinations for Certificates were held.	Number of Certificates obtained in the several Classes.			Total of Certificates obtained in all Classes.	Names of Schoolmasters by whom the Candidates were brought forward.
	1st.	2nd.	3rd.	Totals	
1st Life Guards - -	—	1	12	13	Pollard.
2nd „ - -	1	6	13	20	Ransom.
1st Dragoons - - -	—	3	16	19	Mallandaine.
3rd Hussars - -	3	5	14	22	Williams.
15th „ - - -	—	—	6	6	Short.
17th Lancers - -	—	—	3	3	Rogers.
Military Train - -	—	2	9	11	Belling and Greenstreet, Serg., R.A.
R. H. Art., B. Brigade -	—	6	18	24	Webb.
„ C „ - -	—	—	1	1	Hickling.
R. Art., 4th Brigade -	—	2	7	9	Wicks.
„ 5th „ - -	2	11	59	72	Gooding.
„ 8th „ - -	—	2	9	11	Hickling.
„ 9th „ - -	—	20	22	42	M'Kay, Serg., R.A.
„ 13th „ - -	1	3	23	27	Cochrane.
„ Depôt Brigade—					
1st Division -	—	1	6	7	Lowman.
2nd „ -	9	14	23	46	Thacker.
3rd „ -	2	1	11	14	Ruffle.
„ Coast Brigade -	—	1	—	1	The non commissioned officer indicated here was not attending school at the time that he presented himself for examination.
„ Special Class at Woolwich -	2	2	—	4	White, Serg., R.A.
R. Engineers - -	—	1	29	30	Whittaker.
Grenadier Guards—					
1st Battalion - -	—	10	25	35	Richardson.
3rd „ - -	3	4	17	24	Bird.
1/13th Foot - - -	—	2	7	9	Macartney.
1/17th „ - -	—	14	31	45	Colquhoun.
48th „ - - -	—	6	13	19	Polden.
52nd „ - -	—	—	12	12	Armstrong.
63rd „ - - -	—	2	6	8	C. Bryan.
66th „ - -	—	2	8	10	C. Fletcher.
69th „ - - -	—	—	14	14	A. M'Mahon.

Regiments and Corps in which Examinations for Certificates were held.	Number of Certificates obtained in the several Classes.			Total of Certificates obtained in all Classes.	Names of Schoolmasters by whom the Candidates were brought forward.
	1st.	2nd.	3rd.	Totals	
81st Foot - - -	—	5	25	30	J. Burns.
89th „ - -	1	—	8	9	Kavanagh.
1st Depôt Battalion - -	21	32	98	151	Runcieman.
2nd „ „ - -	4	18	57	79	D. M'Ilherron.
3rd „ „ - -	—	2	7	9	W. Gell.
4th „ „ - -	—	—	9	9	Carnegie.
6th „ „ - -	—	—	3	3	D. M'Kay.
8th „ „ - -	1	2	12	15	Ruggles.
Commissariat Staff Corps -	—	2	5	7	Davis and Jessie.
Total of Certificates of the several classes granted - -	50	182	638	870	
Total of Certificates refused - - -	In all classes			389	
Total of Candidates examined - -	In all classes			1259	

ANALYSIS of the above, showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different Ranks.

	1st Class.	2nd Class.	3rd Class.	Totals.
Non-commissioned Officers, full and acting - - - -	32	109	277	418
Privates and Gunners and Drivers -	15	62	263	340
Trumpeters, Drummers, and Buglers	3	11	98	112
Totals - - -	50	182	638	870

Note.—124 of the candidates above enumerated were examined at my periodical inspections of the schools to which they belonged. The remaining 1,135 candidates were specially examined.

A. C. GLEIG.

APP. II.
No. 2.

APPENDIX II.—No. 2.

From Lieut.-Colonel GLEIG, Royal Artillery, Assistant Inspector of Army Schools for SOUTH BRITAIN.

SIR, Ashted, 30th January 1868.

IN accordance with the instructions to assistant inspectors of army schools, I have the honour to submit the following report for the information of the Council of Military Education.

In adult schools the attendance of recruits throughout the past year has been for the most part regular; that of drummers and trumpeters has also, upon the whole, been regular; that of duty men has been irregular generally; and that of non-commissioned officers has been very irregular generally.

The attendance of the non-commissioned officers of the 3d Hussars, however, has been exceptionally good.

As a matter of course the regularity or irregularity of attendance has told upon the progress of the pupils; and the progress of recruits therefore has, speaking generally, been greater than that of other adults. I do not speak of the comparative attainments of the different classes of pupils. In these the non-commissioned officers are, as a rule, superior to the recruits, and superior to what the non-commissioned officers were (at least those among them who attended school) a few years ago. I speak only of the comparative progress, as this is indicated by the examination books from time to time. Unfortunately the attendance of recruits, though it is usually regular whilst it lasts, is not usually of long continuance. And in many instances the hours of attendance are scant even for those who attend most regularly; though in this, as in many other particulars, there is considerable variety in the circumstances of different schools. Hence the limit of attainments which most recruits reach is below that which at first sight they might be expected to attain under the comparatively favourable conditions of their attendance at school.

The progress of the drummers is not generally as great as might be expected; and has, I think, been inferior of late years to what it formerly was. I am at a loss to account for this, and I think it of importance that the attention of commanding officers and of schoolmasters should be drawn to the circumstance.

The instruction given in adult schools is for the most part limited to reading, writing, writing to dictation, and arithmetic. It is but rarely that it goes beyond these elementary subjects. The time allotted for the instruction of the ordinary adult classes is so short, and the attainments of the great majority of the pupils are so limited, that few schoolmasters feel themselves in a position to give instruction in history, geography, mathematics, and other advanced subjects with advantage. Probably in all adult schools there are a few men capable of profiting by instruction in such subjects if the opportunity could be found of imparting it. But unless the staff of teachers be unusually strong as compared with the average number of pupils present, it is impossible for a schoolmaster to teach special subjects to one or two individuals in a school; and it hardly ever happens that a sufficient number of individuals capable of studying such special subjects is present at one time in a school to form a class of tolerable strength. The examinations for school certificates, in corps in which they are encouraged, have a certain effect in inducing men of superior education or abilities to read up the subjects which may qualify them to obtain first-class certificates, re-

ceiving from the schoolmaster, or from some of their more intelligent comrades, occasional assistance in their studies, carried on for the most part out of school. More than one instance of this has been brought to my notice. But the tendency within the schools appears to be more and more towards limiting the course of instruction to the rudiments of education, except in the special classes.

On the other hand, I believe that those rudiments are now more thoroughly and more systematically taught than formerly. And I think the advantage of this more than counterbalances the disadvantage of the limitation which the school course, speaking generally, has undergone. Under more favourable conditions of attendance than now exist it would of course be possible, as it is undoubtedly desirable, to extend the range of our adult school instruction without detracting from its thoroughness; but whilst the attendance of the adult pupils continues to be as irregular as it now is in so many instances, or to be limited to so short a period as it now is in others, this cannot, in my opinion, be looked for.

In the schools of elder children the attendance of those belonging to the several regiments has generally been regular; that of staff children, as usual, has in many instances been much less regular. The girls, whether belonging to regiments or to the staff, have not attended so regularly as the boys. This, to some extent, must always be the case. But when girls have leave from their commanding officers to absent themselves on particular days, and are compelled to limit their absence strictly to those days, the inconvenience to the teachers and the detriment to the school are as nothing compared to the evil effects produced by irregular and unauthorized absence. I wish that all commanding officers could be persuaded to see this, and to make arrangements accordingly.

The progress made in most of the elder children's schools has been satisfactory in reading and spelling. It has been less marked, but upon the whole not unsatisfactory, in arithmetic. In English history and grammar I think that less has been done than in former years. In geography I think not less has been done than in former years, and not unsatisfactory progress made. The attainments of the children in the three last-named subjects are, speaking generally, less than were to be found in our schools a few years back. But the reason of this is obvious. The children now attending our schools are much younger than in former years; probably because many men with families now leave the army after the completion of their first period of service. Whether the new conditions of service will produce a change in this respect, and bring back the old state of things in our schools of elder children, remains to be seen; but it is probable that, in some degree at least, it will.

There is a falling off in one very important branch of instruction; viz. handwriting, which is not attributable to the cause just mentioned except indirectly, and to which I think it very necessary to draw attention. My belief is that it arises from the circumstance of many schoolmasters making their pupils practise writing to dictation at too early an age, with a view to their being able to answer questions in writing at the periodical examinations. I should be glad if it were ordered that children under a certain age, say $9\frac{6}{12}$ or 10 years, besides writing a copy in their examination books, should be examined only *vivâ voce*, the examiner making a memorandum in the examination book of every such child of the results of the *vivâ voce* examinations, as he now does in all cases of the results of the examinations in reading. Under such a system *vivâ voce* spelling would naturally take the place of writing to dictation.

App. II. No. 2.

In infant schools the attendance generally has been regular; though in these, as in others, less regular on the part of staff children than on that of children belonging to the several regiments.

The registers are still not properly kept in some instances, which have been reported to the Council of Military Education as they have come under my observation. It has been represented to me by some schoolmasters, that there is great inconvenience in numbering the different ranks of adults separately. I see no good purpose to be served by it; and I should much prefer, for my own part, to have the pupils numbered from one upwards, without reference to their rank. It would be as easy as at present to arrange the names of sergeants, corporals, and other ranks upon different pages of the registers, if it were considered necessary to do so.

But as long as the existing regulations continue to be in force, on this and every other point connected with the manner of keeping the registers, it is of importance, greater than some schoolmasters and schoolmistresses seem to believe, that they should be closely adhered to, and I desire to take this opportunity of drawing their attention to the point.

The discipline of the masters' schools generally is satisfactory. The exceptions to this, so far as my observation goes, are very few. The discipline of many infant schools also is satisfactory; though there are more exceptions to the general satisfactory condition of things in respect of these than of the masters' schools. Many schoolmistresses seem not to appreciate the fact that good discipline, which is of great importance in all schools, is every thing in an infant school, and that good discipline is not indicated by the absence of disorder which results either from terror or from listlessness in their pupils. I have had occasion to impress this upon them at my inspections, and I take this opportunity of drawing attention to it again.

I believe that the schools both of adults and of elder children are generally organized upon the principle, established three years ago, of a separate classification of the pupils for reading and for arithmetic. Some schoolmasters are more successful than others in giving effect to it. But I have only seen one school in which no attempt was made to carry the principle into effect at all. The case was reported to the Council of Military Education as soon as I became acquainted with it, as well as the curious circumstance that the schoolmaster concerned, a young one, pleaded ignorance of the established system, although he had done duty for some time in a regimental school, as second to another trained master, in a garrison in which a superintending schoolmaster is stationed.

Some schoolmasters remove men from class to class only after their periodical examinations, or after the inspections. But this is a mistake. The essential advantage of the established system of classification consists in the facility which it affords of moving pupils from class to class whenever their attainments render them fit for removal. The returns on Table I. of the half-yearly reports and the inspection reports show that the removals from one class to another are not always made as soon as they might be made with advantage, whether in an upward or a downward direction. I have frequently adverted to this at my inspections, and I am anxious now to draw attention to it again.

In 36 battalions and corps within my district special classes have been at work in the past year. This includes six such classes established within the last few weeks in the Brigade of Foot Guards, by order of the Major General commanding the Brigade. It is a great advance upon previous years. But it still happens, as I have formerly had occasion to notice, that in many regiments in which special classes are

established, the system recommended by the Council of Military Education is not carried into effect in its integrity. The more nearly that system is adhered to the better are the results obtained. Perfect regularity of attendance is the essential point of it; and very little advantage, if any, is to be looked for from a small increase in the period during which each school attendance lasts, if it be not accompanied by absolute regularity of attendance on the part of the pupils, and the opening of the school for their instruction on four days of each week at the least.

The annexed return of the results of the examinations for school certificates which have been held in my district during the past year shows a satisfactory increase in the number of candidates upon the two previous years. It is observable that a smaller number of certificates of the 1st class has been taken during the past year than during the preceding one. To some extent this may be taken as evidence of the fact already mentioned, that the course of instruction in our adult schools is more strictly limited to elementary subjects than formerly, though it is due in part to other circumstances with which the Council of Military Education are acquainted. But the number of superior certificates, if the 1st and 2d class be counted together, is somewhat in excess of the number of corresponding certificates taken in former years. And the character of the examination papers for which 2d or 3d class certificates were awarded in 1867 was very superior to that of the corresponding papers of the previous years.

It will be observed that I have given very few certificates at my inspections; and for various reasons I venture to doubt the expediency of giving certificates except after special examinations of the candidates. In the first place, it is not so easy to ensure perfect fairness on the part of those examined at the periodical inspections as on the part of candidates specially examined. Generally speaking, the men behave very well at the inspections, and give little or no trouble by attempting to copy from their neighbours; but then, as they are generally not candidates for school certificates on such occasions in my district, they have no motive for copying. In schools in which it is understood that non-commissioned officers will be exempt from further attendance if the result of their examination by the inspector be satisfactory, an arrangement which I sometimes meet with, the temptation to give or receive assistance is so strong as to require the utmost watchfulness on the part of the inspecting officer. In the next place, the assembling of all the best men, which of course the candidates for school certificates will be, for examination by an inspector, will pack the school to such an extent as to make his inspection worthless for the purpose of ascertaining its general condition. And except in rare and peculiar cases, the candidates for certificates could not be placed at the prescribed distance apart during their examination without excluding the great bulk of other pupils. I am aware that although the Council of Military Education permit, they do not order their inspectors to award certificates at their periodical examinations of schools. But, with great diffidence, I presume to think that it should be absolutely prohibited to them to do so, except upon condition of their having separate examinations of the candidates for certificates and of the other pupils, and except in those rare cases in which they are able to examine all, or almost all, the men attending school.

But though I do not approve of mixing up the examinations for certificates with the periodical inspections of schools, I think these examinations excellent in themselves, and for this reason among others, that they afford a schoolmaster the opportunity of showing what men can do who leave school before the annual inspection is made, and who would therefore not come under the observation of an inspector

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at all, if they were not brought forward by these very examinations for certificates; and if the system were extended, and every man who joins a school were compelled to remain in it until he obtained a certificate of some class, or was pronounced by the schoolmaster to be incapable of obtaining one, the number of certificates obtained in any school within a given period, considered in conjunction with the number of pupils passing into it in the same period, would gauge most accurately the amount of useful work accomplished in it, and—due consideration being given to the frequency or infrequency of attendance—the efficiency of the teachers also. The new registers, if properly kept, would supply at any moment the necessary information as to the numbers passing through the schools. And the qualification for a 3d class certificate is really of so moderate a character, that unless a man can pass the examination for one before he leaves school, he can hardly be said to have derived any real benefit from his attendance in it. Indeed unless the great majority of those who go to our adult schools are compelled to remain in them until they reach this point of instruction, I think it open to question whether those schools are worth the labour and expense bestowed upon them.

I make no proposition, it will be observed, for the compulsory attendance at school of all soldiers, though I think that much might be said in favour of such a proposition. My suggestion is limited to this, that a soldier who goes to school at all should remain at it until he has acquired that amount of instruction which is represented by a certificate of the 3d class. It might still be left to commanding officers of corps to determine, as at present, the rules under which men should be sent to school in the first instance.

A large number of men now leave school without undergoing the examination immediately before leaving which was contemplated when the existing system of examination was introduced, and without which the examination books are not a complete record of the progress made in a school. In depôt battalions I believe it is difficult, if not impossible, to make this final examination of every man who leaves school, because drafts are sometimes ordered away from those battalions at very short notice indeed; but in ordinary battalion schools I think the cases must be more rare than schoolmasters are willing to admit of men getting quite beyond their reach before they have the opportunity of making their final examination.

Still, even when men are examined before they leave school, in strict accordance with the order upon that point, the examination books of many of them are destroyed before an inspector has an opportunity of looking at them. I have given directions to many schoolmasters not to destroy or send into store the examination books which may accumulate in their hands until after I have had an opportunity of seeing them, so long as they remain in my district; but the opposite practice is quite in accordance with the regulations, and I think it desirable that these should be altered accordingly.

If a man should take a school certificate there would be less occasion to keep the book containing his final examination papers for the perusal of an inspector than if he should not take one; for the certificate would of itself be a record, more or less accurate, of the point of instruction which he had reached, and by a very slight alteration the present certificates might be made to show exactly the limits of a man's attainments. If this alteration were made, and if the suggestion which I have offered that all school-going men should be required to take a 3d class certificate at least, unless absolutely incapable by nature of doing so, before they could be dismissed from school, the entrance examinations and the examinations for certificates would probably suffice

to meet all useful purposes, and the Council of Military Education might find it quite possible to dispense with one at least of the three general examinations now held in each school in the course of the year; and perhaps even with two out of the three. I beg leave to commend this proposal strongly to the consideration of the Council.

It is still a subject of complaint with many schoolmasters that their assistants are too frequently changed. I have referred to this subject in several former reports, and I have nothing now to add to what I have said on previous occasions. Every change of teachers entails an immediate loss of efficiency upon a school, though the degree of injury of course varies according to circumstances; therefore, in schools in which changes are very frequent there cannot be satisfactory progress. It seems doubtful whether many commanding officers have yet learnt fully to appreciate the fact; but a fact it is, nevertheless, and one deserving the attention of all who really desire the efficiency of their schools.

From the infant schoolmistresses I often receive complaints of the working of the regulation which requires the monitresses to receive instruction from the schoolmaster during an hour and a half of each day; but I am not prepared to recommend a relaxation of it. It is frequently said, that in consequence of this regulation where two monitresses are employed in a school the services of one are always lost to the schoolmistress during the forenoon. But this is a mistake; and it is usually by bad management, and not by the force of the school regulations, that the services of not more than one of two monitresses are available in an infant school at the same moment. Both monitresses, where there are two of them, should go to the masters' school for instruction at the same time, and in their absence the schoolmistress should give collective lessons. But as it is not suitable that all the collective lessons should be given successively during one hour and a half, and all the class lessons, i.e. the reading and spelling lessons, during another hour and half, the monitresses should go to and from the masters' school twice or thrice in the course of the forenoon to receive their lessons; and the masters' and mistresses' time tables should be so arranged that during the half hours in which the monitresses can be spared from the infant schoolroom, the particular subjects of study suited to them should be taught in the masters' school. In numerous instances it will be found that there is no difficulty in managing this which it is not quite worth while to encounter. Of course when the masters' and mistresses' schools are at such a distance from each other that serious loss of time would be incurred in these frequent journeys of the monitresses between the two, the plan now described is not applicable; but in a large number of cases it is easy of application, and will be found to possess great advantages.

I am anxious to impress upon schoolmasters, and upon the mistresses who have charge of grown girls' schools, the advantage of setting home lessons to be learnt both by the ordinary pupils and by the monitresses. The practice exists to some extent, but by no means universally. I should be glad to see it established by authority as part of our regular school system.

It is the more necessary from the circumstance, already mentioned in this report, that the average age of the children attending our schools is becoming every year lower, and that the schoolmaster has, therefore, a much shorter period than formerly in which to effect what he can in the education of the soldiers' children. It is on this account of greater importance than ever that no means which may conduce to his success should be neglected, and among these means I believe the judicious employment of home lessons to be not the least effective. They should not be too severe. They should be chosen carefully and upon

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a system; and the preparation of them by the pupils should be strictly enforced.

I omitted to refer in an earlier part of this report to the practice which exists of allowing pupils to work their sums upon slates at all examinations, and to copy their work from the slates to their books or papers. Both at my periodical inspections and at the examinations for certificates I have found that many errors are made in the process of copying. It is evident that there must be considerable loss of time, and I do not think the habit of making a rough copy, as it were, upon a slate, instead of working at once upon paper, is a good preparation for the practical business of keeping accounts. At one of my latest inspections I made the first classes of the schools which were under examination do their arithmetic at once in their examination books, and both the superior quickness and the superior degree of accuracy with which the work was done fully justified the experiment. The practice appears to me to be either useless or injurious, and I should be glad to see it abolished by authority.

The chaplains generally report in favourable terms of the results of the schoolmasters' teaching in their particular department, and of the working of the established system of religious instruction in our schools. I remember only one instance in which a chaplain expressed himself not fully satisfied; and in that particular case no wilful neglect was attributed to a schoolmaster, although some want of success was justly complained of.

The chaplains do not yet all of them exercise the authority conferred upon them by the school regulations in respect of the bible lessons of the schoolmasters. But most of them do so.

The conduct of the schoolmasters and schoolmistresses generally has been satisfactory during the past year. The few exceptional cases of misconduct which have come to my knowledge have been duly reported to the Council of Military Education.

The good conduct and assiduity of the superintending masters have been, as usual, exemplary. I regret that the work imposed upon them is so unequal. Mr. Belling certainly has as much upon his hands as even his energy can accomplish, whilst Mr. Stewart might well do more than falls to his share; and it is the more desirable that a larger share of duty should fall upon Mr. Stewart because he is in every respect so well qualified, as well as so willing to perform it. Of Mr. Grant I have only to report, that he continues to perform his duties as conscientiously and as judiciously as he has always done. I cannot speak too highly of the cheerful zeal with which all three of the gentlemen whom I have named have assisted me in conducting the examinations for certificates. In this, as in other respects, the heaviest labour has fallen upon Mr. Belling, and I am happy in having the opportunity of reporting to the Council the efficient manner in which he has performed it.

The regimental recreation rooms continue to be generally very attractive to the men, and to be well managed. But there are still, as the Council of Military Education know, some stations at which the accommodation is very insufficient; and without ample accommodation in the barracks the advantages of recreation rooms cannot be properly developed. I have nothing to add to what I have said in former reports upon the excellent effects of these establishments, when properly managed, upon the comfort, and therefore upon the conduct, of the troops.

I have, &c.

(Signed) A. C. GLEIG, Lieut.-Col., R.A.,
Assistant Inspector of Army Schools.

To the Secretary,
The Council of Military Education.

TABLE showing the NUMBER of SCHOOL CERTIFICATES of the several CLASSES obtained in different REGIMENTS between January 1867 and January 1868.

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Regiments and Corps.	Class.			Total of Certificates.	Names of Schoolmasters.
	1st.	2nd.	3rd.		
1st Life Guards	—	4	5	9	Pollard.
2nd „	—	2	22	24	Ransom.
5th Dragoon Guards	2	2	12	16	Perkins.
Cavalry Depôt	—	—	18	18	Bolus.
B. Brigade, R.H.A.	—	2	14	16	Stanton.
C. „ „	1	—	5	6	Hickling.
5th Brigade, R.A.	3	10	26	39	Gooding.
8th „ „	—	5	4	9	M'Kay, Sergt., R.A.
9th „ „	—	9	18	27	M'Kay, Sergt., R.A.
13th „ „	—	28	114	142	Cochrane.
17th „ „	—	—	15	15	Bacon.
Depôt Brigade, R.A.—					
1st Division	—	12	22	34	Lowman.
2nd „	6	33	44	83	Thacker.
3rd „	—	6	24	30	Ruffle.
R.A., Shoeburyness	—	5	2	7	Abbott, Sergt., R A.
3rd Battalion, Grenad. Gds.	—	5	21	26	Bird.
1st „ S. F. Gds.	—	2	9	11	Thomson.
2nd „ „	—	—	12	12	Chambers.
40th Foot	—	2	12	14	M'Mahon.
44th „	—	2	7	9	White.
51st „	—	—	13	13	Stewart.
54th „	—	—	16	16	Bell.
56th „	—	—	11	11	Lacey.
68th „	—	—	8	8	Bass.
72nd „	—	—	4	4	Fowler.
1st Depôt Battalion	15	92	135	242	Runcieman.
2nd „ „	1	1	54	56	M'Ilherron.
6th „ „	—	1	9	10	M'Kay.
10th „ „	—	6	39	45	M'Ewen.
12th „ „	—	3	18	21	Giles.
Commissariat Staff Corps	—	—	12	12	M'Lean.
Military Store Staff Corps	2	6	24	32	Thacker.
Total	30	238	749	1017	
Total of unsuccessful Candidates	In all classes			619	
Total of Candidates examined	In all classes			1636	

App. II. No. 2.

TABLE showing the NUMBER of CERTIFICATES of different CLASSES obtained by different Ranks.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Drummers, Trumpeters, &c.
1st - - -	16	9	5
2nd - - -	143	75	20
3rd - - -	343	320	86
Total - -	502	404	111
Grand Total -	1,017		

Note.—35 of the above received certificates at my periodical examinations; the remaining 1,601 candidates were specially examined at their own request.

A. C. GLEIG.

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APPENDIX II.—No. 3.

FROM J. P. SARGEAUNT, Esq., Assistant Inspector of Army Schools for NORTH BRITAIN.

SIR, Tewkesbury Park, 15th June 1867.

I have the honour to forward my annual report of the schools in the districts under my inspection for the year ending 31st December 1866.

I regret that I have not been able to complete it sooner and hope the Council of Military Education have not been put to inconvenience on account of the delay.

I have, &c.
JAMES P. SARGEAUNT,
Assistant Inspector of Army Schools.

The Secretary to the
Council of Military Education.

SIR, Tewkesbury Park, Gloucestershire, 1867.

I have the honour to forward for the information of the Council of Military Education my report of the schools under my inspection for the year ending 31st December 1866.

SOUTH-WEST DISTRICT.

At the time of my inspection of the schools in this district several of the adult schools at Portsmouth were either unformed or not fully developed.

In the 62nd regiment I found the adult school attended by drummers only. This regiment was stationed at Fort Grange, where the school accommodation is not sufficient for the head quarters of a regiment.

In the 56th regiment there was no adult attendance on the day of my visit. I understood that this arose from the regiment being in course of preparation for the inspection of the General commanding the district. In the 12th brigade of Royal Artillery I found the schools in good order. The special class was working well, and although during the month in which I made my inspection its numbers were somewhat decreased, there was every reason to be satisfied with its condition.

In the 54th regiment there was no adult attendance on the day of my visit, in fact the adults had not regularly commenced to attend. In three visits made subsequently by Mr. Kirk, (1) on 23rd August, no adults were present at the regular hour on account of the regiment being on parade preparing for the General's inspection, on the second occasion 27 were present, and on the third 21. The grown children's school of this regiment I found to be composed of very few children and these generally backward.

In the 43rd light infantry no adult school had been established at the time of my visit; it was in course of formation. The school materials for the use of the regiment had arrived only on the Saturday previous. Since then the school has been thoroughly organized, and has been reported by Mr. Kirk to be in a satisfactory condition.

In the 68th regiment I found no adult school. Subsequently, however, a special class has been established, and a fair report has been made of the working of the school.

In the 6th brigade of Royal Artillery I found everything in good order. A well regulated special class, an excellent children's school, in fact everything that came to my notice reflected credit on the master.

At Parkhurst I found the adult attendance irregular, and no special class; in other respects the schools were in fair working order.

At the Royal Victoria Hospital at Netley everything was in good order; the schoolmaster and schoolmistress both working with zeal, and performing all their duties satisfactorily.

All probationers for the hospital staff corps are ordered to attend school for three months unless they can sooner obtain a third-class certificate.

The schools in Scotland were in fair condition at the time of my visit. Those of the 72nd regiment were in fair working order. The schoolmaster was with the regiment during the whole period of its service in India. He appears to have been very useful to the men under his instruction in qualifying some of them for military and civil appointments requiring educated men, which appointments they obtained. There was no special class at the time of my visit. A regimental order was issued on 21st November 1866 substituting the certificates issued by the Council in lieu of those previously in use in the regiment. It is arranged that a non-commissioned officer must be in possession of a third-class certificate before he is qualified for the rank of sergeant, and that any non-commissioned officer in possession of a second-class certificate may be exempt from attendance at school.

These arrangements seem to be good; they would, however, have been perhaps better if a second-class certificate had been made the qualification for promotion to the rank of sergeant; they are at the same time worthy of imitation in those regiments in which some similar plan has not been already adopted.

I found the schools of the 4th Hussars at Piershill in fair working order. The attendance of the ordinary classes of adults was desultory, the members of the special class were more regular in their attendance. This class, however, ought not properly to be called special, as it meets only once daily for one hour, and the attendance of some of the men composing it is not regular; but if it be regarded as an ordinary class it presents a satisfactory appearance.

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The schools of the Royal Artillery at Leith Fort labour under the great disadvantage of inadequate school accommodation. The adult attendance is not regular and that of the infants irregular. The assembling of the grown children under the master and of the infants under the mistress in the same small room is bad for both schools; they mutually impede each other.

The schools at Aberdeen are as good as can be expected. Insufficient school accommodation and the frequent drafting of men for the service companies of their respective regiments are impediments in the way of systematic instruction; under the difficulties against which the schoolmaster has to contend the schools are highly creditable to him.

The schools of the 63rd regiment at Glasgow appear to be in fair condition. The adult school was well filled at my visit, and the men appeared to be under good discipline.

The adult school of the 1/17th regiment at Plymouth was not at the time of my visit well and regularly attended by non-commissioned officers and duty men. The attendance of recruits and drummers was more regular. A special class is in operation which makes satisfactory progress.

In the schools of the 7th brigade of Royal Artillery the adult attendance has improved since last year. The grown children's school is in excellent condition. The master performs his duties with industry, zeal, and ability.

The schools of the 65th regiment were in a fair state. A special class was at the time of inspection about to be formed of 2 men per company. The schools of the 80th regiment were not at the time of my inspection in a prosperous state. The head quarters of the regiment being in a fort in which the school accommodation is limited, and the regiment having lately returned from foreign service, and, if I have not been misinformed, with considerable savings to spend, were circumstances operating against the welfare of the schools.

The schools of the depôt battalion at Pembroke Dock were in a good state. A special class has been established, but the attendance has not been so regular as to warrant the class being properly called special. The commanding officer of the battalion gives encouragement to the schools, and the arrangements he has made are of a character to advance the education of the men under his command.

The schools of the 8th Hussars at Birmingham laboured under the disadvantage of being held temporarily in a barrack room during the rebuilding of the school-room. The mixture of grown children and infants acted badly for both schools. The grown children's school of the depôt battalion at Sheffield I found to be in a satisfactory condition. The infant school presented a confused mass; no order, no discipline could be maintained in a room so small as that used for an infant school-room; it also was defective in not having proper furniture for an infant school.

The adult school was over crowded with recruits. More men were assembled than could be controlled by one schoolmaster. The recruit element vastly predominated, and thus a difficulty was created for the teacher. Men untrained or only partially trained to military habits are not so amenable to discipline as formed soldiers; hence if a school be composed principally of recruits its numbers should be more limited than if it were composed of trained soldiers, in order to be within the control of the master. Considering the difficulties I think the master managed the school very well.

The schools of the depôt battalion at Preston were all in fair working order. The schoolmaster continues to give satisfaction to his commanding officer, who has requested me to bring him again to the notice of the Council and to recommend him for promotion, and in doing so I may

say that if the Council should have an opportunity of giving Schoolmaster Earp superintending rank it would be a proper promotion to make. I annex a schedule showing the number of school certificates I have recommended to be granted in the districts under my inspection. There can be no doubt that the examinations for these certificates ought to act as a stimulus to the schools, whether they have at present had a marked effect it is premature to say. If, however, it be taken for granted that these examinations have already had a good influence, it is a question whether it will last unless the possession of a certificate confer some material advantage on the possessor. I am inclined to think it will not. It is not usual to find men exerting themselves for no apparent advantage. The love of knowledge does not inspire the ignorant. Men are apt to argue that the trouble and risk of an examination are to be avoided unless a good result should present a near prospect of promotion or of some other benefit. Offer advance of pay, promotion, or any reward that you will to the possessors of certificates, and you will at once secure permanence for your system. On the other hand, give certificates which have no more value than the card on which they are printed, and you will starve the scheme till it ultimately die of atrophy.

I would submit for the consideration of the Council that it is desirable to make the qualifications for a third-class certificate rather higher by requiring a knowledge of the tables of weights and measures as well as of the money table, and that the paper for this class should consist of not less than 12 questions in arithmetic; for example—

Question 1. Addition or subtraction of money.
2. Addition of weights or measures.
3. Multiplication of money.
4. Multiplication of weights and measures.
5. Division of money.
6. Division of weights and measures.
7. Reduction of money.
8. Reduction of weights or measures.
9. How many shillings, &c., are there in guineas, &c.?
10. How many ounces Troy are there in pounds Troy?
11. How many ounces are there in tons Avoirdupois?
12. How many feet are there in miles?

If a third-class certificate is considered a sufficient qualification for promotion to the rank of sergeant, a paper on this basis is not too difficult.

I would also suggest that the paper in arithmetic for each class should be self contained, that is to say that the 1st and 2nd classes should not work the same elementary questions as the 3rd class. This would give a little more trouble to those who set the papers, but it would prevent any misunderstanding on the part of the candidates as to what questions they are expected to work.

It would be an excellent plan if every candidate could have a printed paper of questions given to him when he takes his seat at the examination table. This would prevent the necessity of any questions being asked in the course of the examination, and it would ensure the sums set being accurately copied down by the candidates. The cost of printing would be very insignificant provided that it could be arranged for all the examinations in my district being held simultaneously and the same papers being sent to officers commanding regiments for candidates. Supposing two days in the year were fixed on which to hold exami-

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nations, say 20th May and 20th November, then by each commanding officer forwarding a month previous to those days the number of candidates for each class offering themselves for examination the Inspectors would be enabled to have a sufficient number of papers printed and forwarded to each regiment according to the number of candidates.

As an examiner I should prefer the questions on regimental accounts forming a separate paper, and that the mess account questions should be set according to some general form and not according to the various methods adopted by different regiments. It would be simpler to adopt a general form which, if not in every little detail applicable to every regiment, might be such as to ensure any man being able to carry it out, being able at the same time to work any similar form. I quite agree with the Council in thinking that the standards are as low as they can be made to be of value to the holders. I will not argue as to the desirability or otherwise of insisting upon a knowledge of regimental accounts as essential to a second-class certificate. Schoolmasters are generally instructing men in these subjects and the difficulty that has hitherto been felt in these questions is gradually being overcome. I see considerable difficulty in granting certificates at the annual examinations as suggested by Mr. Vicars. It would be difficult to adhere to the scheme provided. Even though men might pass in harder questions inequalities would gradually arise in awarding certificates at an examination not expressly held for that purpose. The annual examinations themselves are already sufficiently complicated without being embarrassed with the addition proposed. The plan already laid down by the Council has this great advantage, that if it be strictly carried out no injustice can arise. If it should be thought desirable to alter the plan of the papers as I propose I would ask that the instructions for examiners should be as definite as they are at present.

I would now beg to call attention to the difficulty frequently experienced in obtaining assistants qualified for the duties of teachers. In some regiments the assistants are appointed for short uncertain periods, and as soon as the assistance becomes valuable to the school it is withdrawn. In other cases soldiers are appointed for this duty without any apparent reason, it may be they are inferior soldiers, in which case it is quite a lottery whether or not they are any use in the school. It is desirable then that some fixed plan should be adopted throughout the army as to the appointment of soldier assistants. To ensure their qualifications being sufficient it should be provided that none be employed who have not obtained first or second class certificates. I would also suggest that none should be appointed for a less period than twelve months. During this period their own education should be improved by receiving instruction from the schoolmaster for at least one hour daily, not in the regular school hours. Each class in a school should have its separate teacher, and as it is desirable to subdivide classes into numbers not less than 20 and more than 30 I would suggest that the present regulation be altered to this extent; that is, that one assistant be allowed to every class comprised of from 20 to 30 adults, on condition of regularity of attendance of the classes; this alteration would be very beneficial. The first condition indeed of a school's success must be regularity of attendance on the part of the pupils. That this regularity does not at present exist cannot be doubted. It is the one thing wanting which is complained of in all reports on the schools. Lieut.-Colonel Gleig says, "Irregularity of attendance is the main cause of so many adults having made little or no progress." Mr. Vicars in alluding to the same subject says, "It is much to be regretted however that the average daily attendance continues to bear so unsatisfactory a proportion to the number on the

"school books," and again, "These returns show at a glance that in "the majority of cases the time occupied in the school-room by the "adult is so limited as to preclude the prospect of substantial progress."

Again, Colonel Maude says, "The general attendance of the adults, "those of the special classes excepted, has been irregular, the average "attendance of each adult being under two or three times a month."

Colonel Romer makes a similar report. Here then we have a concurrence of testimony which is indisputable and which is confirmed by the Council when they state that "the remedy for this irregularity con- "tinues to be anxiously sought for by the Council." The plans that I have suggested, and which do not appear to have met with approval, were not offered because I had any special claim to infallibility in this difficult subject, but in the hope that, though they might not be the best, some more practicable and feasible plan might be offered by those who look upon any suggestion as impracticable. I will not now endeavour to point out any new way to the desired end. I sincerely hope the Council may have found what has been wanted now for nearly half a generation, a remedy for the evil. I would only suggest that whatever that remedy may be unless it be enforced by general order, and not merely recommended, it is likely to be as ineffective as other schemes which are left for individual acceptance and not laid down as a general rule for the guidance of all.

If the acceptance of the present system of musketry instruction had been left to the discretion of commanding officers of regiments there can be very little doubt that it would not even now have been generally adopted throughout the army. Such has been the case as regards the recommendation for the establishment of special classes. They are not generally adopted throughout the army, and I fear they will not be universally adopted until they are enforced by regulation, and the absence of a member of a special class from school be regarded as severely as absence from parade.

If indeed it should ever become a part of the system to order all men to school until they had been taught up to a fixed standard, the plan might be defended on the ground that the army itself would be improved by having reduced the number of ignorant men in its ranks and thus having attained to a higher standard of intelligence for all purposes for which an army is required. And if it be granted that the army itself would be improved by increased education, and at the same time the individuals composing it be personally benefited, it is worth some sacrifice of opinion and of long cherished views on voluntary attendance to gain this end.

I am frequently seeing in the performance of my duties regiments just returned from India, and it happens in some cases that the men of these regiments have considerable sums of money to their credit in the regimental savings bank. Since the adoption of the scheme of school certificates it has struck me that we aim at teaching men the way to keep their savings bank account without in any way teaching them to keep their savings. It not unfrequently happens that a regiment having a large sum of money to the credit of its soldiers on return from foreign service is partially demoralized so long as the money lasts. I must beg indulgence for touching on a subject which is perhaps not strictly my duty to notice, but the teaching bank accounts and the teaching men a wise disposition of their funds are subjects so nearly allied that I must make this my apology for noticing it. It is indeed a great misfortune that men acting under the excitement of a recent return home should in a few days of impulse throw away the advantages of their previous savings. Whilst the excitement lasts the discipline of

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the regiment suffers, and when it is over the men have the uncomfortable reflection that for a few hours of very questionable enjoyment they have squandered their savings and rendered vain the prospect of an addition to their means on retiring from the service. It might be difficult, and at first it might be unpopular with soldiers for Government to interfere in this matter, but when it became thoroughly understood that the interference was entirely for the benefit of the men and in no way for the benefit of the Government it would be regarded with satisfaction.

An objection might be taken on the ground of right, that in this as in all other dealings on the part of the Government "laissez faire should "be the general practice," and that "every departure from it unless "required by some great good is a certain evil." A departure from the principle being right in this case may be shown from the same author, when he says, "A second exception to the doctrine that individuals are "the best judges of their own interest is when an individual attempts "to decide irrevocably now what will be best for his interest at some "future and distant time. The presumption in favour of individual "judgment is only legitimate where the judgment is grounded on "actual and especially on present personal experience, not where it is "formed antecedently to experience and not suffered to be reversed "even after experience has condemned it."

The case of a soldier squandering under extraordinary circumstances of excitement that money which the thoughtfulness of the Government has enabled him to save for his future benefit strongly calls for wise interference. He gratifies a momentary impulse. What was intended for his benefit he turns to bad account. The machinery provided in the hope of raising him morally and materially too often demoralizes him. Is then the object to do evil or to do good to the soldier? If forsooth it be to do him good, and that it is so none can doubt, there can be no injustice in taking care that the object be really accomplished.

How such an object can be most advantageously carried out it is difficult to decide. A well arranged benefit society from which soldiers might either receive annuities on retirement or fixed sums might perhaps supply the defect.

It is not, however, my intention, if I had the power, to elaborate a scheme. It would require the co-operation of those with whom I am not in communication. It is my wish simply to point out the evil, and if the means of saving for the future be secured to soldiers and added to the many advantages they already possess, that most difficult problem of how to recruit the army would be rendered less difficult and the real good of soldiers more frequently obtained.

Having taken the liberty of diverging for a moment from the subject of schools I wish shortly to point out the result that the examinations for certificates shows as to the education of the soldiers. It appears from the returns published by the Council that 80·75 per cent. of those who offered themselves as candidates for certificates failed to obtain a higher certificate than a third-class; that is, they displayed a knowledge of arithmetic not higher than addition, multiplication, division, and reduction of money, or, to be more precise, 43·75 per cent. obtained only third-class certificates, whilst 37 per cent. failed to attain even to this very modest standard. I presume that in an educational point of view the candidates were the elite of their regiments, or at any rate of the regimental schools.

Here then we have another proof of the inefficiency of the adult education.

The account I gave of the schools of the 7th brigade of Royal Artillery has led the commanding officer to look upon my statement

as inaccurate. I admit that it is, so as far as it says that it accounts for the best attendance to "27th July last." The 27th of July was the day of my inspection, and I took into account only the six months immediately preceding my visit. It would therefore have been more strictly correct if I had said that it was the account for the six months ending 30th June 1866. My account then represents the six months immediately preceding my inspection on 27th July, and whilst to this extent I admit the inaccuracy I must claim for my argument the same force. That the total number of attendances of 4 men for six months should amount to 57, or an average of 14·25 per man, *i.e.* 2·36 per man per month, and that these 4 men were the best attendants for that period, would lead me to the conclusion that an adult school of that character does not require the services of a trained master. What benefit could his instruction have been in such a school for these six months? I attach no blame either to commanding officer or the schoolmaster. The latter is a most painstaking zealous teacher, and I have every reason to believe that the commanding officer looks with favour upon the schools. The point for which I contend is simply that when a brigade or regiment is so situated as to render an adult school useless from the irregularity of attendance the time of a schoolmaster is wasted and had better be employed elsewhere.

I have thought it right to make this correction in my annual report to give the Council an opportunity, if they think fit, of making my correction of the error as public as the error itself.

It remains now for me only to express my satisfaction at the general good conduct of the army schoolmasters who have come under my notice during the past year. Their efficiency is shown in the general condition of the grown children's schools, and their good conduct in the absence of complaints from their commanding officers.

The infant schools are generally in a satisfactory state, the children are drafted from the mistress as soon as they are able to take advantage of the teaching of the master's school. This tends to keep low the standard of infant schools, but they must not on this account be regarded as less useful. I believe the schoolmistresses as a body are performing their duties to the best of their ability.

It remains for me now only to bear testimony to the work of the superintending schoolmasters. Mr. Kirk has the largest district and perhaps the most difficult one from the constant change that has at times taken place. He is of very great use in organizing and keeping schools up to their work. It would be good for him to have a complete set of school materials which he could lend to any regiment coming home and being quartered at Portsmouth until a regular supply could be obtained from the War Office. If he had been in possession of a set last year he would have been able to have established schools for the 43rd light infantry some considerable time earlier than was the case owing to a delay having occurred in the supply from the War Office.

I have, &c.

JAMES P. SARGEAUNT,
Assistant Inspector of Army Schools.

The Secretary to the
Council of Military Education.

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	Sergeants.			Corporals, A. Corporals, Bombardiers, A. Bombardiers.			Privates, Gunners, &c.			Total.	Failures.	Grand Total.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.			
31st Regiment	1	4	—	1	—	—	—	—	—	6	6	12
87th „	2	—	3	5	2	12	—	—	12	36	130	166
43rd „	1	2	5	3	1	6	—	1	1	20	23	43
1st Royal Dragoons	—	1	—	—	—	3	1	—	13	18	5	23
Royal Artillery	—	2	6	3	29	38	—	3	5	16	26	112
7th Depôt Battalion	—	—	—	—	—	3	—	—	—	3	2	5
9th „ „	1	2	2	2	3	3	—	1	5	19	6	25
	5	11	16	14	35	65	1	5	36	188	198	386

JAMES P. SARGEAUNT.

APP. II No. 4.

APPENDIX II.—No. 4.

From J. P. SARGEAUNT, Esq., Assistant Inspector of Army Schools for NORTH BRITAIN.

SIR, Tewkesbury Park, 31st January 1868.

I have the honour to forward for the information of the Council of Military Education my general annual report of the schools in the military districts under my inspection for the year 1867.

The adult schools are generally attended so irregularly that little progress can be made in them.

Special classes are rare in name, and do not exist in reality.

In one regiment a class which was called special was composed of men whose average attendance was a little more than three hours weekly. In another battalion the men of the special class were sent some for one month, and some for six months.

In another composed of 13 men, and which had been in operation one month, the total attendances for the month amounted to 38, or an average of rather less than three attendances per man. These classes have not, as far as my knowledge extends, been accepted by commanding officers.

If they had been generally adopted in the manner proposed by the Council, allowing three or four hours instruction daily to the pupils, there can be no question but that excellent results would have followed.

The ordinary classes of the adult schools are generally attended very irregularly. It is necessary in most schools to confine the instruction to the most elementary subjects. It is impossible for a schoolmaster to

make much impression on his pupils even in these subjects. The attendance of recruits in some depôt battalions, where it has been made compulsory, is rather better than in regiments. But this leads to overcrowding the school with men unused to military life, frequently ignorant of the rudiments of an education, and requiring more attention individually than can possibly be devoted by the schoolmaster during the one short school hour. No beneficial results can be expected from this plan.

The grown children's schools are generally in a more satisfactory condition. Such schools as the grown children's at Aberdeen of the 6th Brigade of Artillery are fit to be compared with any schools of their character. The Bible lessons are generally fairly given by the masters. The individual lessons I have heard given in my presence have been generally good; they do not, however, appear always to be lessons in a course. The best and most systematic course of religious instruction that has come under my notice is conducted by Schoolmaster Brown in the school of the 6th Brigade of Royal Artillery. He has prepared his own syllabus, by means of which he takes his pupils through a regular course of lessons, carefully prepared out of his school hours, and assisted if necessary, by reference to his note book. In some instances the chaplains have taken advantage of the power given them in the school regulations of directing the schoolmasters as to the weekly Bible lessons. The Epistle and Gospel for the Sunday have been selected as the basis of Bible lessons. I am afraid this selection is not calculated to teach children a competent knowledge of scripture. These portions of scripture are in themselves instructive excerpta from the Bible, and are used in our church service with excellent effect; but they are not so likely to impart religious knowledge as a methodical and consecutive study of the Gospel narrative. Children should be made to learn the life of Christ from its earliest stages to its close. They should have each scene presented to their minds in its proper order. They would thus acquire from the teaching of a good master a practical and efficient knowledge of the foundation of the Christian religion.

Bible lessons.

But unless masters have already prepared for themselves some definite scheme, such as that of Mr. Brown, which must have cost him many hours labour, I am inclined to think they have not time to prepare a daily lesson of nearly half an hour's duration which is likely to be profitable to their pupils. It would, in my opinion, be desirable to omit the Bible lessons on the two mornings in the week allotted to the religious instruction of the chaplains, and that on the other four mornings masters should be directed to follow the course of some authorized syllabus.

The reading of the grown children is generally good in the higher classes. In schools which I inspected, and did not examine, I had an opportunity of seeing the lessons given. The masters generally give satisfactory lessons. They cannot, however, be too often reminded that in order to give the best possible lessons they should themselves always read beforehand the lesson they propose to give, and this preparation is even more necessary for the school assistants.

Reading.

There is an improvement in the dictation lessons. Children have acquired the habit of writing words dictated once. In my examinations I have given the punctuations, but I think that this assistance would be better omitted. It would be necessary always to give the pupils the full stops, but the minor punctuations might be fairly expected from them.

Dictation.

Composition is not sufficiently attended to. The practice of letter writing, and of writing answers to questions in history, geography, and

Composition.

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scripture, might profitably be more used. There can be no better exercise for pupils than the reproduction of their knowledge in a concise and correct form on paper, and no more certain test of the intelligence of the examined could be afforded to an examiner.

Writing. That excellent penmanship which was at one time the mark of regimental schools is not so frequently met with now; the writing is, however, generally fair. Schoolmasters generally are anxious to begin teaching the children to write from dictation as early as possible. This is an exercise which is rather detrimental to formal copy writing. In the present system of judging schools by standards, it is necessary to prepare children as early as possible, and I do not think that any loss will be sustained if the schools do not produce such excellence of penmanship, provided the standard of dictation be raised.

Arithmetic. Arithmetic is generally taught with satisfactory results. The standards do not necessarily show that each pupil can work, or rather has worked accurately the standard recorded. The instructions given in form B. direct that "A pupil is to be classed under any standard when he does "fairly any portion of the work denoted by that standard." I would suggest that it would be a better arrangement if pupils were obliged to work accurately at least half the questions in the standard, and to show that they knew the principles of working all the questions in it, in order to pass in it.

Grammar. The knowledge of grammar in most of the schools is confined to the parsing of a simple sentence. I am inclined to prefer teaching a grammatical knowledge of the English language, without the use of grammar to all but the 1st classes of the schools. It is better to acquire a grammatical habit of writing without the aid of the rules of grammar, which young children seldom understand. Analysis is a most useful exercise for children reading in standard A. Schoolmasters would do well to pay more attention to this subject.

Geography. Geography is a subject fairly taught throughout the schools. A knowledge of it is confined generally to the 1st classes of children. Collective lessons have in several instances been given to the lower classes, but the knowledge thus imparted does not produce much effect at a written examination.

Higher subjects. In a few cases algebra has been taught to boys. At Preston one boy can work as far as quadratic equations.

Infant schools. In the infant schools there has been a satisfactory amount of work performed. The instruction in these schools is necessarily collective to a great extent. Where the schoolrooms are large enough to admit of the infants marching, and where they are suitably furnished for their purpose, their efficiency has been invariably good.

Schoolmasters and Schoolmistresses. The schoolmasters have been reported as of good character and efficient. I have had no serious complaints of any one master during the year. Commanding officers have generally spoken highly of their masters and mistresses, and I have every reason to believe that they have performed their duties satisfactorily.

I have, &c.
(Signed) James P. Sargeaunt,
Assistant Inspector of Army Schools.

The Secretary,
Council of Military Education.

APP. II.
No. 4.

Corps.	Sergeants.			Corporals, &c.			Privates, &c.			Total.	Failures.	Grand Total.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.			
Royal Artillery	1	6	1	1	6	7	2	5	18	39	15	54
63rd Regiment	—	1	1	—	—	—	—	2	5	9	7	16
72nd „	—	—	1	—	6	11	2	3	9	32	5	37
80th „	—	1	1	—	3	1	—	7	6	19	8	27
1/20th „	—	—	—	—	—	2	—	—	6	8	11	19
40th „	—	1	2	1	—	—	—	1	8	13	8	21
97th „	—	1	3	—	1	1	—	1	1	8	11	19
7th Depôt Battalion	—	—	—	—	—	1	3	—	10	14	6	20
15th Depôt Battalion	—	—	—	1	—	—	7	13	39	60	25	85
	1	10	9	3	16	23	14	32	94	202	96	298

JAMES P. SARGEAUNT.

APPENDIX II.—No. 5.

APP. II.
No. 5.

From E. A. VICARS, Esq., Assistant Inspector of Army Schools for IRELAND.

SIR, Rugby, February 1867.

I have the honour to forward my annual report of the condition, progress, and prospects of the schools in my district for the year ending the 31st December 1866.

The unfavourable circumstances to which I referred in my last report as having affected injuriously the working of military schools in Ireland during the year 1865 have unfortunately recurred to a considerable extent during the year 1866. Although there has not been a renewal of the interruption of school operations occasioned by a general election and the consequent dispersion of the troops in aid of the civil power, yet the precautions which were taken to provide against and arrest any revival of the Fenian movement by the location of troops in towns and villages where their presence was considered necessary for the restoration of public confidence involved as a natural consequence a material reduction in the strength of regiments at their head quarters and removed from the range of their educational machinery a large number of adults, and children for whom it would otherwise have been available.

Dispersion of troops in connexion with the Fenian movement.

The disadvantages of this breaking up of regiments into small bodies as regards the working of their schools have been happily counteracted in an appreciable degree by the establishment of detachment schools wherever occasion and opportunity offered. Substantial good has no doubt been effected by their instrumentality, for although the soldier in charge may not and cannot be expected to have the skill in teaching

Detachment schools and their uses.

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or knowledge of system possessed by the trained master, he has probably had some experience as an assistant, and if he is able in the majority of cases to do little more than prevent his pupils from forgetting what they have learnt something considerable has been gained.

It is, however, much to be desired that the exceptional circumstances which have caused this dispersion of the troops over a much larger area than has of late years been thought necessary will speedily pass away.

The disadvantages in an educational point of view of regiments being broken up into small bodies.

I have frequently observed that the corps which return from foreign service in the least satisfactory condition as regards their schools are those which have been divided and detached at out stations, where, even if any attempt of a practical character could be made to give instruction, the ordinary military duties generally render the attendance both small and irregular, and there cannot I think be any doubt that in a general way the breaking up of regiments into small bodies acts prejudicially in an educational point of view. The companies which remain at head quarters have less time and leisure at their disposal in consequence of the decrease in the strength of the garrison, and those which are at out-posts are often thought to be so temporarily separated from the head quarters as to render it unnecessary to provide for their instruction in school. So long, therefore, as the regiments stationed in Ireland, and more especially those located in the southern districts, have to be employed in active military duty they will be under a serious disadvantage in respect to their power of applying and profiting by our school system.

Pursuing the course which I have hitherto adopted I shall now proceed to lay before the Council such statistics as appear to me to throw light upon the condition of the schools in my district, and to illustrate their progress and prospects.

Reasons for selecting October instead of December 1866 for the calculations given.

I have hitherto made the month of December the basis of my calculations, both as regards the number on the school books and the average daily attendance, but as during that month the Fenian movement was revived, it would not be a fair period to select for making the estimate, the disturbing causes before referred to having returned, and if possible in an aggravated form; I have, therefore, selected the October monthly school reports as the groundwork of my analysis, and the following are the results.

Number of men on school books for October 1866.

The total on the school books for October 1666 was 3,979, thus composed:

Sergeants	302
Corporals and lance corporals	692
Privates	2,704
Drummers	281

Number of men for December 1865.

The return for December 1865 was 3,682, thus made up:

Sergeants	307
Corporals and lance corporals	698
Privates	2,317
Drummers	360

Comparing these figures with those for 1866 it will be observed that there is little if any variation as regards either the sergeants or corporals. There is, however, an increase in the number of privates of 297 and a decrease in the number of drummers of 79.

Average daily attendance for October 1866.

The average daily attendance for this same month was 1,478, viz.:

Sergeants and corporals	215
Privates	1,085
Drummers	178

so that of the aggregate on the registers the per-centage of attendance was—

For sergeants and corporals - -	22 per cent.
„ privates - - - -	38 „
„ drummers - - - -	62 „

Percentage of number on the school books for December 1865.

For 1865 it was—

Sergeants - - - -	19½ „
Corporals - - - -	20 „
Privates - - - -	40 „
Drummers - - - -	59 „

Upon the whole the per-centage has been maintained without any very material variation, but this is no doubt to be ascribed in a great measure to the increase of the force in Ireland since 1865.

The omission of the figures in the monthly school reports which show the number of hours per man per week, and reasons for restoring them.

There is one particular in which in my judgment the information furnished by the monthly school reports is incomplete. There are no means of ascertaining the number of hours spent by each man in school during the week. Formerly there was a column provided for supplying those facts, and they were of great use in testing the character of the ordinary adult attendance. That attendance is often merely nominal; many men go to school not more than twice a month, some even less than that, and the majority it is to be feared in many cases not more than once a week. Substantial results cannot of course be expected to flow from instruction given in so desultory a form. The men, especially those who belong to the lower classes, cannot afford to have these breaks and intervals in their teaching; it must be regularly sustained if it is to be effective.

The figures in question illustrative also of the relative value of the special class system.

In another respect too these figures were valuable, inasmuch they also served to show to what extent the "special class" system in such regiments as had adopted it was carried out in its integrity, and grouped together for comparison and contrast the figures which illustrate the merits of the two systems. I would therefore beg to recommend that these returns be restored to the face of the monthly school reports.

The special classes affected injuriously by the exceptional dispersion of the troops.

The disturbing influences before commented upon have of course operated to the prejudice of the "special classes" in my district. There were not more than four in operation in October 1866 out of the entire force in Ireland. This startling decrease is, I believe, principally if not altogether attributable to the difficulties with which commanding officers have had to contend in providing for the exigencies of a crisis. In two or three regiments, in which hitherto the system had never been tried, an attempt was made to organize a class at my suggestion; but after a short time it had to be abandoned, in consequence of the heaviness of the duty and the small number left at head quarters available for its discharge. In others these classes have been reduced in size and efficiency or altogether given up.

Suggestions as to the substitution in certain cases of the special for the ordinary adult attendance.

Such opportunities, however, as I have had during the past year of observing the working of the classes satisfy me that it is the best expedient which has yet been devised for instructing the soldier, and that if it can only command a fair trial and reasonable opportunities for success, its results will be most advantageous to the educational status of the army. It is, I believe, a question whether this system, or one analogous to it in spirit and design, might not be allowed to serve as a substitute for what is known as the "ordinary attendance" of adults in those regiments where it was found to be practicable to adopt it in its entirety, and where dispensing with the usual afternoon school for adults might be a convenience to commanding officers as regards parades and other military duties, and where such an arrangement seemed in other respects to be likely to facilitate the operation of the

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special classes. If the two systems can be maintained together efficiently there would obviously be no ground for disturbing them. The "ordinary attendance" is very useful as an auxiliary to the "special" attendance, but it is not equivalent for it. The former might fairly be allowed to be somewhat desultory and uncertain if the latter was a matter of course and part and parcel of regimental administration.

Number of men examined in 1866 and their classification as to attainments.

I find that I have figures showing the examination in the course of the past year of 2,083 adults. These were either examined by myself or by a superintending schoolmaster.

As to reading, dictation, and arithmetic the 2,083 adults may thus be classified:

Reading.

A.	436 or 20 per cent.
B.	470 or 22 „
C.	391 or 18 „
D.	351 or 16 „
Above	118 or 5 per cent.
Below	317 or 15 „

Dictation.

A.	280 or 13 „
B.	293 or 14 „
C.	378 or 18 „
D.	389 or 18 „
Above	58 or 2 „
Below	685 or 32 „

Arithmetic.

A.	139 or 6 „
B.	210 or 10 „
C.	245 or 11 „
D.	292 or 14 „
E.	335 or 16 „
Above	21 or 1 „
Below	335 or 40 „

Tables of progress.

The returns as to progress in the last two subjects and in writing are as follows:

Dictation.

Great progress	120
Progress	820
Stationary	668
Gone back	24

Writing.

Great progress	76
Progress	990
Stationary	544
Gone back	22

Arithmetic.

Great progress	113
Progress	858
Stationary	617
Gone back	44

It will be observed that this total of 1,632 falls short of the number examined by 451, which represent the men examined for the first time and for whom progress is not marked.

There would appear to be good grounds for anticipating that certificates of education are becoming more an object of acquisition in my district than they have heretofore been. In my judgment the power given to assistant Inspectors in the last report of the Council of Education to recommend any man for a certificate who at their annual inspection appeared qualified in either class will have a tendency to popularize the examinations, and to attach to the certificates of education a greater value and significance, inasmuch as they will be awarded as a recognition of merit and on a public occasion, which as it only recurs at considerable intervals is invested with official importance and thereby attracts more attention and interest than can be expected to belong to a special examination held in the absence of the Inspector.

Increasing popularity of certificates of education, and the probable effects of their being awarded at the visit of the inspector and after a public examination by him.

The children's schools in my district are upon the whole in a satisfactory condition. They have not escaped the evil effects of the exceptional distribution of the troops in Ireland, but they have experienced them in a milder form.

The number of grown children and infants on the books and the average daily attendance in October 1866 were respectively 1,728 and 1,456, viz.—

Grown children's schools and infant.

Grown Children.

	On Books.	Average daily Attendance.
Boys	383	319
Girls	330	246

Number on books and average daily attendance.

Infants.

Boys	506	434
Girls	509	457

In December 1865 the returns were—

Number on Books	1,685
Average daily attendance	1,487

That is, the total on the registers was less than that in 1866 by 43, and the average daily attendance was greater by 31.

If I am correct in my calculations there have been 636 grown children examined in the course of last year as against 467 in 1865. The following is the classification as to attainments:

Number of grown children examined.

Their classification.

Reading.

A.	86
B.	125
C.	165
D.	150
Above	22
Below	88

Dictation.

A.	68
B.	73
C.	100
D.	141
Above	16
Below	238

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Arithmetic.

A.	40	
B.	57	
C.	68	
D.	85	
E.	150	
Above		16
Below		220

Tables of progress.

The tables of progress may thus stand—

Dictation.

Great progress	62
Progress	330
Stationary	163
Gone back	1

Writing.

Great progress	85
Progress	402
Stationary	65
Gone back	4

Arithmetic.

Great progress	92
Progress	376
Stationary	88
Gone back	0

Eighty children were examined for the first time and they are not included in the above tables.

Infant schools and school-mistresses.

The infant schools in my district have been efficiently conducted during the last year. With one or two exceptions I have not met with a schoolmistress who in my judgment was wanting in the requisite qualifications for her position, although of course there are some whose capacity, manner, and knowledge of system render them more successful than others. Where so many very young children form portion of her charge the schoolmistress needs to be more than a mere teacher. If she is to keep order she needs that sort of firmness and appreciation of discipline which are not inconsistent with gentleness, kindness, and the power of amusing. I have seen single women who seemed to understand the act of managing very young children, but as a rule the gift belongs to those who have themselves been mothers. I think, therefore, that wherever it is practicable single women should be attached, at all events at the commencement of their career, to garrison schools which are always under the superintendence of schoolmistresses of some standing and experience, from whom they may generally learn a great deal that they cannot otherwise acquire.

Single women at first best employed in garrison schools under schoolmistresses of standing and experience.

Singing.

The improvement in singing in my district is not as marked and decided as I should wish to see. The best I have met with for a considerable period is in the children's school of the 92nd Highlanders which in this respect as in others is quite a model for imitation.

Industrial schools.

The industrial school system seems to work satisfactorily. The materials purchased are suitable and the manner in which they are made up is on the whole creditable. Mrs. Shipman of the 92nd Highlanders deserves conspicuous mention and high commendation for the work exhibited by her on the occasion of my last visit, and which the Council have already had an opportunity of inspecting.

I have to report in favourable terms of the schoolmasters and schoolmistresses in my district in respect to conduct and character. Taken as a whole they are a most respectable body.

Conduct and character of the schoolmasters and schoolmistresses in my district.

The library system continues to be popular and successful. The papers, periodicals, and books purchased are chosen with taste and discrimination. Publications of an objectionable character, either in religion or politics, are not to be found in the reading rooms with which I am acquainted.

Libraries and reading rooms.

The accommodation provided as yet for recreation rooms falls far short of what is requisite; wherever it is sufficient for the wants of a regiment, both as to size, lighting, furniture, &c., the seats are well filled during a greater portion of the day and the games in great demand.

Recreation rooms.

The lectures delivered by the various schoolmasters, especially at those stations which receive the magic lantern and slides in their turn, appear to have lost none of their attraction. They have been generally attended by large audiences, though, as might naturally be expected, some subjects and some lecturers command more interest than others.

Lectures.

Military schools, libraries, reading and recreation rooms, and lectures rightly viewed, will be regarded as forming parts of one great system designed to civilize and domesticate the soldier, to win him from what is low and degrading, and to attach him to all that is pure and elevating and of good report.

The design and purpose of military schools, &c.

I have, &c.
(Signed) EDWD. A. VICARS.

To the Secretary,
Council of Military Education.

Regiments or Corps in which Examinations for Certificates were held during 1866.	Number of Certificates obtained in the several classes.			Total Certificates obtained in all Classes.
	1st.	2nd.	3rd.	
3rd Foot 2nd Battalion - -	—	17	6	23
4th Dragoon Guards - -	—	15	4	19
6th „ - - -	12	24	9	45
74th Regiment - -	1	3	4	8
92nd Highlanders - - -	7	23	14	44
Total of Certificates of several Classes - -	20	82	37	139
Total of unsuccessful Candidates - -	14			
Total examined - -	153			

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TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	6	13	1
2nd - -	47	34	1
3rd - - -	18	19	—
Total - -	71	66	2
Grand Total -	139		

Note.—Of the 14 unsuccessful Candidates 7 were non-commissioned officers.

Rugby, July 1867. EDWARD A. VICARS.

App. II. No. 6.

APPENDIX II.—No. 6.

From E. A. VICARS, Esq., Assistant Inspector of Army Schools for IRELAND.

SIR, Rugby, 24th April 1868.

I have the honour to forward herewith my report of the schools, libraries, recreation rooms, &c. &c. in my district for the year ending the 31st December 1867.

The past year, like the two which preceded it, has not been favourable to school operations in Ireland. The ordinary difficulties which lie in the way of a regular adult attendance in the army have been supplemented and aggravated by the exceptional circumstances which have characterized this period. As I anticipated, it was found necessary in the interests of order to distribute the troops over a much more extensive area than has been customary in modern times. A large proportion of the regiments have been called upon to garrison outlying towns and villages, and the strength consequently of regiments at head quarters has been most materially reduced. Whenever indeed it has been practicable detachment schools have been opened, but although they are of unquestionable utility as a provisional arrangement, they cannot be expected to work as efficiently as those which are under the more immediate supervision of the commanding officer, and have the benefit of the tuition of trained masters. The disadvantages and inconvenience do not end here. The number of men at head quarters being considerably diminished the duties have become more onerous, and to a great extent precluded anything like a regular attendance of adults at school. The system of special classes has been almost entirely suspended in my district in consequence of the circumstances mentioned. In several instances Colonels have made more than one attempt to reorganize them, but have been compelled to abandon them in the face of the many obstacles with which they had to contend.

Dispersion of the troops unfavourable to adult education.

The "special class" system almost abandoned in consequence of the pressure of military duty.

It is indeed only reasonable to expect, that in proportion as the ordinary avocations of his profession are made more numerous and more burdensome the soldier should have less time, opportunity, and taste for educational improvement. Whenever it can be done, it is most desirable that attendance at school should be regarded by the adult, not as a labour additional to, but a substitute for, other duties of which he is temporarily and in part relieved.

Colonel Daniell's proposal.

In my inspection report of the 28th Regiment I brought under the consideration of the Council the proposal of Colonel Daniell, that a certain number of men in each company should be struck off the duty strength of each regiment, in the same manner as is done in reference to the staff, and that these men should form the adult school of each corps. Should any such arrangement be found to be practicable there can be little question of its expediency. It is, in point of fact, an amplification and extension of the idea of "special classes," a system which I regard as the sheet anchor of adult education in the army. Colonels of regiments who are really interested in the instruction of their men, and especially in having a body of non-commissioned officers of adequate educational attainments, are not satisfied with the results of what is known as the ordinary adult attendance. In many corps the recruits are marched to school, but as regards the remainder of those who are on the school books the attendance is, for the most part, of a very irregular and promiscuous character, limited in very many cases to one hour, rarely exceeding two hours a week, and often not amounting to one hour per month. It is no wonder if under such circumstances the progress is often merely nominal and commanding officers look in vain for the fruits of the schoolmasters' labours.

Irregularity of the attendance.

Instead of the register being loaded with a large number of names of non-commissioned officers and men, the majority of whom have no intention or prospect of attending with any thing like regularity — instead of the schoolroom being crowded at intervals with classes unwieldy in size, and too numerous to admit of careful teaching — the thing to be desired in my judgment is, that those who are on the roll shall be men who have time, opportunity, and inclination to avail themselves of the instruction within their reach, and that their numbers shall be such as to render them easy of control and discipline, and capable of a close and thorough supervision. It might safely be affirmed that an active and intelligent schoolmaster would do more with a special class of 30 men in the course of three months, provided always that the attendance was enforced with as much strictness as it is in the case of the "grown children," than he could hope to do with four times that number in 12 months.

A small school of regular attendants more likely to be successful than a large one, where the instruction is given only at intervals and to large classes.

The last three years, however, may fairly be regarded as an exceptional period, and it may reasonably be hoped that the difficulties and hindrances which have charactised it with respect to military education will not recur in the same form or to the same extent in the future.

The period an exceptional one.

I find that the number of men of all ranks on the school books in December 1867 were 3,636, thus composed:

Number on school books and average daily attendance for December 1867 and October 1866 in the several ranks.

Sergeants	171
Corporals	582
Privates	2,604
Drummers	279

The number for October 1866, was 3,979 made up of:

Sergeants	302
Corporals	692
Privates	2,704
Drummers	281

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The average daily attendance for December 1867 was 1,090, consisting of—

Sergeants	19
Corporals	94
Privates	821
Drummers	158

For the purposes of comparison, I reproduce the figures for 1866; viz.:—

Sergeants and Corporals	215
Privates	1,085
Drummers	178
Making a total of	1,478

The average daily attendance in December 1867 of those on the school books was of —

Percentages of those on the books who were present on the daily average.

Sergeants	11 per cent.
Corporals	16 „
Privates	35 „
Drummers	56 „

The figures for October 1866, are —

Sergeants and Corporals	22 per cent.
Privates	38 „
Drummers	62 „

I find that the number of men in my district examined during the past year, was 1,774, as against 2,083 in 1866.

Classification in standards.

As to reading, dictation, and arithmetic, the 1,774 adults may be thus classified :—

Reading.

A.	408	
B.	375	
C.	315	
D.	276	
Over		115
Under		285

Dictation.

A.	211	
B.	257	
C.	294	
D.	330	
Over		37
Under		645

Arithmetic.

A.	98	
B.	208	
C.	218	
D.	267	
E.	292	
Over		17
Under		674

In round numbers 35 per cent. of these men belong to standard A. and above A. as to reading, 13 per cent. to A. and above A. as to dictation, and 6 per cent. to A. and above A. as to arithmetic. The

other side of the picture shows that 31 per cent. are in D. or below D. as to reading, 54 per cent. in D. and below D. as to dictation, and 53 per cent. in E. and below E. as to arithmetic. Those below the standard are in reading 16 per cent., in dictation 36 per cent., and in arithmetic 38 per cent. Percentages as to standards.

The returns as to "progress" are as follows: Progress tables.

Dictation.

Great progress	98
Progress	881
Stationary	721
Gone back	36

Writing.

Great progress	102
Progress	1,064
Stationary	590
Gone back	12

Arithmetic.

Great progress	191
Progress	920
Stationary	580
Gone back	40

As regards school certificates of education, I am glad to be able to report a very considerable increase in the number issued in my district. I believe that this result is mainly due to connecting the grant of certificates, in a general way, with the visit of the Inspector. The following figures will speak for themselves. Certificates granted for the year 1867:— School certificates.

1st Class.

Sergeants	16
Corporals	17
Privates	34
Drummers	12
Total	79

2d Class.

Sergeants	23
Corporals	76
Privates	52
Drummers	24
Total	175

3d Class.

Sergeants	8
Corporals	57
Privates	140
Drummers	14
Total	219

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Summary.

Sergeants	47
Corporals	150
Privates	226
Drummers	50
Grand Total	473

The number refused was as follows :—

Sergeants	0
Corporals	8
Privates	40
Drummers	4
Total	52

Thus it will be seen that the number of men who obtained certificates in 1867 was 473, as against 82 in 1865.

Children's schools.

The children's schools in my district are for the most part in a satisfactory condition. They too have suffered appreciably by the dispersion of troops in connexion with the Fenian disturbances.

Statistics as to children on the register and average daily attendance.

The number of grown children and infants on the books for December 1867 was 1,634, thus composed :—

Grown Children.

Boys	360
Girls	309

Infants.

Boys	486
Girls	479
Total of both schools	1,634

The average daily attendance for that month was 1,203; viz. 506 boys, and 697 girls, showing that 76 per cent. of the boys attended on the daily average, and 70 per cent. of the girls.

The return for 1866 was :—

Number on school books	1,728
Average daily attendance	1,456

that is, of boys 84 per cent., and of girls 83 per cent.

Classification.

The number of grown children examined in 1867 was 550, whose attainments may thus be classified :—

Reading.

A.	63
B.	111
C.	130
D.	119
Over	34
Under	93

Dictation.

A.	56
B.	58
C.	79
D.	116
Over	16
Under	219

Arithmetic.

A.	35
B.	31
C.	64
D.	66
E.	99
Over	19
Under	221

Percentage.

These figures give the following percentages :—

Reading.

D. and below D. - - - 38 per cent.

Dictation.

D. and below D. - - - 60 per cent.

Arithmetic.

E. and below E. - - - 58 per cent.

For 1866, the percentages were :—

Reading.

D. and below D. - - - 37 per cent

Dictation.

D. and below D. - - - 59 per cent.

Arithmetic.

E. and below E. - - - 58 per cent.

which is almost identical with the return for 1867.

Progress tables.

The figures as to progress are :—

Dictation.

Great progress	73
Progress	274
Stationary	156
Gone back	5

Writing.

Great progress	78
Progress	370
Stationary	57
Gone back	3

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Arithmetic.

Great progress - - -	80
Progress - - - -	333
Stationary - - - -	85
Gone back - - - -	10

Upon an analysis of these figures, it will be found that of the number of children examined 68 per cent. have made great progress or progress in dictation, 88 per cent. in writing, and 81 per cent. in arithmetic. This is a very satisfactory result.

Infant schools. The infant schools in my district have been well conducted during the past year, and are in a satisfactory condition. Generally speaking the discipline is good, and the children appear happy and contented. Where so many are little more than babies, it is not an easy matter to maintain order and regularity, and yet avoid the appearance of severity and unkindness; it requires tact and patience, combined with good temper and firmness. It will be seen, from the figures already given, that the average daily attendance of infants for December 1867 was 72 per cent. of the number on the school books.

Singing. I cannot report any decided or general improvement in the singing. Some few of the masters and mistresses in my district appear to have a taste for music, and the capacity of teaching it; but many are almost entirely destitute of the gift of ear and voice, and consequently, although they may be industrious enough in their attempts to instruct in singing, their success, as might be expected, is of a very slender character.

Industrial schools. The industrial school system appears to work satisfactory. The materials vary very considerably in kind and quality, but upon the whole the money allowed appears to be expended with judgment and care.

Character and conduct of schoolmasters and schoolmistresses. The character and conduct of the schoolmasters and schoolmistresses in my district during the past year deserve every commendation. They vary, of course, in ability, and in the art of teaching, but as a class their attainments are commensurate with the position they occupy, and their moral behaviour such as to entitle them to respect and confidence.

Libraries, &c. The library system works successfully. The committees who select the books, periodicals, and papers appear to discharge their duty with discrimination and intelligence; and, as I have had the pleasure of recording in previous reports, publications of an objectionable character, either morally or politically, are excluded from the reading rooms.

Accommodation deficient. The accommodation for libraries, reading, and recreation rooms falls, as yet, far short of what is desirable and sufficient; but there has been some improvement in this respect, which it is to be hoped will be progressive until the deficiency is fully supplied.

I have, &c.
(Signed) Edw. A. Vicars.

To the Secretary,

Regiments or Corps in which Examinations for Certificates were held from 1st January 1867 to 1st January 1868.	Number of the Certificates obtained in the several classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
1st R. Dragoons	—	6	10	16
4th Dragoon Guards	—	5	4	9
6th „	37	24	48	109
10th Hussars	—	—	8	8
Military Train	—	—	1	1
12th Lancers	3	16	20	39
17th Foot 1st Battalion	—	3	4	7
21st Foot „	5	—	—	5
39th Foot „	23	10	10	43
48th Foot „	9	40	40	89
59th Foot „	2	6	13	21
68th Foot „	—	4	3	7
71st H. L. Infantry	—	26	20	46
74th Highlanders	—	4	4	8
92nd „	9	14	3	26
Royal Artillery	1	29	43	73
Total of Certificates of the several Classes	89	187	23	1,507
Total of unsuccessful Candidates		51		51
Total of Candidates examined		558		558

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st	35	41	13
2nd	101	61	25
3rd	67	149	15
Total	203	251	53
Grand Total		507	

Remarks.—51 men were disqualified, viz., 8 corporals, 39 privates, and 4 drummers.

EDWARD A. VICARS.

APP. II. No. 7.

APPENDIX II.—No. 7.

ANNUAL REPORT on the ARMY SCHOOLS at GIBRALTAR, by Colonel SMITH.

SIR, Gibraltar, 28th February 1867.

IN compliance with paragraph 20 of the instructions for local Inspectors of Army Schools dated 1st October 1864, I have the honour to lay before the Council of Education the following report of the schools, libraries, and reading rooms at this station.

I would in the first instance beg to remark that I only arrived at Gibraltar in the end of November last year, consequently my knowledge of the localities in the garrison is rather limited.

Royal Artillery.
Royal Engineers.
2d Batt. 15th Regt.
32d Regiment.
78th „
86th „
87th „

The several corps as per margin now compose this garrison, the schools of which I inspected this month, and have forwarded the usual reports in accordance with the regulations.

Attendance of Adults.

The general attendance of the adults, those of the special classes excepted, has been regular, the average attendance of each adult being about three or four times a month. I would here beg to state that some commanding officers of regiments reported to me that they had lately informed their non-commissioned officers and privates that they would from henceforth take into consideration the claims of those men in the possession of certificates regarding their promotion; consequently in two regiments the number of candidates was large, and indeed I may add that the candidates for certificates throughout the corps in garrison were numerous.

At present the several regiments in the garrison are much below their strength, while the duties furnished by the men remain the same; consequently the men have fewer nights in bed and are in other ways prevented from attending school.

Special classes.

Special classes are established in all the corps in garrison; in some the attendance is very fair and the progress made very satisfactory; especially in the Royal Artillery.

Attendance of children.

The children have generally attended most regularly, and the progress has been fair.

Commanding officers.

Commanding officers generally render a fair support to the schools in every way.

Schoolmasters.

I can make a very fair report as regards schoolmasters; some are more energetic than others, and have a different and better system. I would beg to bring to the notice of the Council Schoolmaster Stubbs, Royal Artillery, an exceedingly good man in all respects. All the commanding officers reported favourably of their schoolmasters, and were satisfied with them. They reported them as being respectful, keeping up a proper position, and having a good manner with the men.

Schoolmistresses.

The schoolmistresses give general satisfaction throughout the several corps to which they are attached.

Schoolrooms.

The Royal Artillery infant school consisting of 60 children is still held in that very faulty and inadequate place reported upon by my predecessor. In the hot weather it is very unadvisable to have the children in it on account of their health.

With the exception of the Royal Artillery and Royal Engineer school, the school room accommodation throughout the garrison is very fair.

A new schoolroom for the Royal Artillery has already been commenced by the Royal Engineer Department.

The 86th regiment in the Casemate Barrack have a remarkably good schoolroom, airy and well fitted up.

The schoolroom of the 32nd regiment at Buena Vista is also very good; but as regards fittings it is defective, the maps are too small, very inconvenient for large classes, and the desks are in two rows, a system in my opinion very objectionable; as a large class becomes spread out so as to be nearly uncontrollable by one man; the three rows are far preferable.

Infant schools.

The following accommodation is much required in this garrison:—An infant schoolroom for the regiment quartered in the Town range barracks, one for the regiment at Casemate Barracks, and also one for the regiment at Windmill Hill Barracks.

Libraries.

I do not agree in opinion with my predecessor, that it would be better to amalgamate the two libraries, north and south. There would be great difficulty in finding a suitable site, the books would become liable to much ill usage in being carried such long distances from the garrison library to the different corps.

Reading and recreation rooms.

The Royal Artillery and Royal Engineers have each a reading room, comfortable and well conducted; the Royal Artillery room requires more light. The only infantry regiment which has a proper recreation room is the 86th regiment in Casemate Barracks; it is large and airy, well situated and attractive, and always crowded; it is well managed; plenty of games, newspapers, coffee, &c. at all hours for the men, and it is in very creditable order.

All the other regiments have barrack rooms fitted up as recreation rooms, and they are made as attractive and as comfortable as circumstances will allow.

The schoolmasters appear to carry out all the instructions of the Council. The attendance at the lectures has been reported to me as very good.

In conclusion I would beg to report very favourably of all the schoolmasters in this garrison, who, from my short experience here, appear to me to be very zealous, painstaking men, and I would beg to bring to the notice of the Council more especially the name of Schoolmaster Stubbs, Royal Artillery.

I have, &c.

(Signed) Hugh Smith, Colonel,
Local Inspector of Schools.

To the Secretary,
Council of Military Education.

APP. II. No. 7.

REPORT of EXAMINATION for CERTIFICATES by Colonel SMITH.

Regiments and Corps in which Examinations for Certificates were held from December 1865 to March 1867.	Number of Certificates gained in the several Classes.			Total Certificates gained in all Classes.
	1st.	2nd.	3rd.	
Royal Artillery - - -	1	—	—	1
Royal Engineers - -	—	—	—	—
2nd Battalion 15th Regiment -	10	18	18	46
32nd Regiment - - -	7	14	—	21
78th „ - - -	5	25	18	48
86th „ - - -	3	11	3	17
87th „ - - -	4	24	30	58
Totals of Certificates of the several Classes - -	30	92	69	191
Total of unsuccessful Candidates - - - - -	-	Of all classes	-	27
Total of Candidates examined	-	In all classes	-	218

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters and Drummers.
1st - - -	17	11	2
2nd - -	62	22	8
3rd - - -	49	17	3
Total - -	128	50	13
Grand Total -	191		

Note.—The whole of the above received Certificates at my periodical inspection.

Remarks.—Of 92 Certificates granted in the 2nd class, 3 of the candidates were examined for 1st class, and of the 69 3rd class 23 were examined for 2nd class.

Gibraltar, 16th March 1867. HUGH SMITH, Colonel.

APPENDIX II.—No. 8.

ANNUAL REPORT on the ARMY SCHOOLS at GIBRALTAR, by Colonel SMITH.

SIR, Gibraltar, 7th March 1868.

IN compliance with paragraph 20 of the instructions for Local Inspectors of Army Schools, dated 1st October 1864, I have the honour to lay before the Council of Education the following general report on the schools, libraries, and reading rooms at this station up to the 31st December last.

During the past year the following changes in corps have taken place in this garrison: the 32nd and 86th regiments have left for the Mauritius, and the 78th Highlanders for Canada, relieved by the 75th, 83rd, and 1st battalion 13th regiments; the 87th regiment has now left for Malta, relieved by the 74th regiment, and the 1st brigade Royal Artillery has left for Halifax, relieved by the 15th brigade.

My report is generally satisfactory, though there are two or three points not so on which I shall report in detail.

The general attendance of the adults has been irregular, especially the 75th regiment, whose average has been only 1½ hour per month, the others two or three times a month.

I find the same men seldom attend two consecutive examinations, therefore it is hard to form a just opinion as to individual progress in the regiment.

It is hardly necessary to remark that with such a limited attendance little progress is made. The daily average of soldiers who are to be found in the majority of schools in this garrison does not bear a proper proportion to the number who are on the school books, and the amount of time given in the case of those who do attend is so small as to render it idle to look for any substantial results.

I find the establishment of special classes is little attended to by commanding officers, although I took occasion to draw their attention to the Field Marshal Commanding in Chief's orders and instructions on that head. The guards and fatigue duties continue as heavy as at the time of my last report, and the men have little spare time to pass at school and little inclination after coming off a hard day's work in a hot sun; very many men being employed by the Royal Engineers on the new fortifications now in progress at Gibraltar.

The children have generally attended school very regularly, and their progress has been correspondingly satisfactory; the commanding officers of corps generally support their schools in every way.

With reference to the 75th regiment I regret that I am unable to report so favourably of it. There does not however seem to be any want of care on the part of Schoolmaster Arthur, who seems a very painstaking man. Colonel Gordon has consented to establish a special class, by which means the regular attendance of a certain number of men will be assured, and I trust that the results may be satisfactory. The boys are not clean or well dressed. I regret to say the infant school is not what I should like to see. I am strongly of opinion that it is for the

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benefit of the service that the schoolmaster and mistress should be husband and wife when practicable; they would be more likely to try and assist each other, and the little petty jealousies and differences which occasionally arise would be done away with. The children were not backward, but there seemed a want of attention, and they were noisy, which I conceived to have arisen from a want of energy and strength on the part of the schoolmistress; the work in the industrial school was behindhand, but I must add that the attendance of grown girls was small, there being very few in the regiment.

I am decidedly of opinion that the mixed system of boys and girls is almost a necessity in regimental schools, and it is obvious that in this school either the grown girls or the infants would be neglected without it.

I must draw attention to an excellent system adopted by Schoolmaster Arthur, and which met with my warm approbation, a system of "home lessons." It is I conceive an admirable one, and a most useful auxiliary to the day's studies; it also serves to bring the schoolmaster into more direct communication with each child, so that all are equally under his supervision.

Religious Instruction.

All the schools open with prayer followed by a Bible lesson.

There are but two chaplains in this garrison; however they visit the schools frequently, and give such instructions to the schoolmasters as they consider essential. I have much pleasure in reporting that I have heard no chaplain speak in other than approving terms of the manner in which the schoolmasters have assisted them in carrying out this part of their duty.

Lectures.

Much exertion has been made to encourage the system of lectures. I was in hopes that commanding officers would prevail on some of their officers to give lectures, which would add much to the zest of the subject, but I regret to say they failed; the chaplains state that time will not permit them to give any, but they assist the schoolmasters in preparing their subjects. Twenty-one lectures have taken place during the winter, seven per month delivered by the schoolmasters on subjects illustrated by the magic lantern which is regularly circulated in the garrison. I have received the greatest assistance from Schoolmaster Stubbs, Royal Artillery, who displays much energy and zeal in preparing these lectures and assists me in promoting emulation amongst the schoolmasters. I do not permit any schoolmaster to lecture to his own regiment, as I think changing them from one regiment to another is likely to create more emulation and esprit de corps amongst them. I must acknowledge they are all very willing and display much interest in the subjects brought forth. Concerts and readings are occasionally got up, and in those regiments where the officers take a leading part, the lectures, &c. are well attended, and the men seem to derive much amusement from them.

Libraries and Recreation Rooms.

The libraries are in good order, and the circulation of books is large and satisfactorily carried on. I am still of opinion that two garrison

libraries are required in this garrison, and I do not concur in the measures proposed by Colonel Maude. I find on examination that a great number of subscribers content themselves with reading books which they have seen in the hands of their comrades; thus the reading is confined to certain subjects and these works are read to the exclusion of the rest. I frequently try to impress on the librarians that they should point out different works to the men, and thus try and extend their instruction; in some instances the project has met with success.

Recreation Rooms.

These important institutions have not altered since my last report. In some barracks the accommodation is much better than in others. The Engineer barracks is the only one in which it is proposed to make any alteration, and no doubt this will be well carried out when the building is finished. The officer commanding, 13th regiment, has made great exertions at Windmill Hill in establishing a good system, and every assistance has been rendered him by his Excellency the Governor, through my representations, in establishing fresh games on requisition, and opening fire places, and sundry other smaller matters. The accommodation generally in the garrison is very indifferent for recreation rooms.

In conclusion I have to report very satisfactorily of all the schoolmasters. The attendance for certificates was not so large this year as last. Care has been taken to give instruction in all the schools in ledger and banking accounts and with a favourable result.

I shall pay great attention to the adult school of the 75th regiment, and endeavour to improve it; but some use must be made of the certificates, or men will never exert themselves to try and obtain one. There is a point which I would beg respectfully to bring to the notice of the Council. In the Royal Engineers the practice is that all men previous to promotion have to undergo two examinations, one educational and the other departmental, and it is of no consequence whether the men can produce a certificate or not, as the commanding officer will not recognize it. Such is the system in the corps, consequently the sapper has no inducement to go in for a certificate, whereas if the possession of one, say first-class, exempted the sapper from the educational examination on his promotion, he would find it of value, and he would prize it. Out of 25 adults who came forward there were 7 men who could easily have obtained a first-class certificate, and on my urging them to try for it they said it was of no use to them, and they did not want it.

I have, &c.

(Signed) HUGH SMITH, Colonel,
Local Inspector of Schools.

To the Secretary,
The Council of Military Education.

APP. II.
No. 8.

Regiments or Corps in which Examinations for Certificates were held from December 1865 to March 1867.	Number of Certificates obtained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
15th Brigade Royal Artillery -	3	—	—	3
13th Foot - - -	—	1	—	1
15th „ - - -	7	7	10	24
83rd „ - - -	—	1	—	1
87th „ - - -	—	1	2	3
Total of Certificates of the several Classes - -	10	10	12	32
Total of unsuccessful Candidates - - -		44		44
Total of Candidates examined		76		76

The above were obtained at my periodical examination.

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	10	—	—
2nd - -	7	2	1
3rd - - -	10	1	1
Total - -	27	3	2
Grand Total -	32		

Note.—The above were obtained at my periodical examination.

HUGH SMITH, Colonel.

APPENDIX II.—No. 9.

APP. II. No. 9.

Report on the Army Schools at MALTA, by Colonel ROMER, R.A.

SIR, Malta, February 1867.

IN compliance with instructions, I have the honour to transmit, for the information of the Council of Military Education, a report of the regimental schools of the following regiments; viz.

3d Brigade, R.A.
2d Battalion, 4th Regiment.
1st " 8th "
2d " 8th "
1st " 22d "
24th Regiment.
29th "
84th "
1st Battalion, 60th Rifles.
Royal Malta Fencible Artil

Attendance of adults.

The attendance at school of adults continues to be irregular and unsatisfactory. The system adopted with regard to men's attendance, being in different regiments, in some it is compulsory for con-commissioned officers only, in others it is compulsory for all classes of men who have not attained a certain amount of education, in others again it is voluntary for all.

The compulsory system ensures the attendance of a certain number of pupils daily, but coming as some of them do "off guard," whilst others come looking upon it as a disagreeable infliction, many such attendants embarrass the schoolmaster, and make no progress, nor indeed can progress be expected. On the other hand, when the attendance is purely voluntary, it is often most irregular. Certain men will attend several times in one month, the same men during the following months will attend only once, or perhaps not at all, and although it is not to be accounted for, such men are nevertheless unwilling that their names should be taken off the school books. I doubt, however, if any man's name should be permitted to remain on the books who has not, without satisfactory reasons for his not doing so, attended at least once during the week. Without going so far as to say that I think the rule "aut disce aut discede," should be adopted in our army schools, some restriction should be imposed to prevent their being too lightly treated by the men.

Certificates of education.

During the past year 342 men have come forward for examination for "school certificates." The candidates are chiefly from the Royal Artillery, the 4th and 8th regiments, and 1st battalion 60th rifles.

9 qualified for 1st class certificates.
45 " 2d "
145 " 3d "

whilst 143 candidates did not succeed in obtaining any class of certificate.

Four special examinations were held in addition to my periodical inspections.

It has been with regret that I have been unable to recommend for certificates many who came forward for examination, but I have strictly observed the instructions furnished for my guidance, in conducting these examinations, and I am far from thinking the standards of education

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required to obtain the several classes of certificates are too high. I have been obliged to reject some candidates, who would otherwise have taken 2d class certificates, in consequence of their being unable to keep "Savings Bank" accounts. As this knowledge is absolutely necessary in order to qualify for a 1st or 2d class certificate, schoolmasters should make it a part of their instruction to pupils in the senior classes.

"Special classes."

The opinions of all the school inspectors so entirely coincide with those of the Council on the subject of "special classes," that it would be superfluous for me to offer any remarks on their advantages; in order, however, to ensure results, they should be carried out according to the mode recommended by the Council.

In this command two regiments only have had "special classes," during the past year, the 1st and 2d battalions of 8th regiment; one class appears to have fallen through, the results of the other, that of the 2d battalion, 8th regiment, were as follows:

Amount of Progress.	Reading.	Dictation.	Arithmetic.
Great Progress - -	—	—	4
Progress - -	15	15	20
Stationary - - -	14	14	5
	29	29	29

Six of these men left the class at different times before its termination (three for misconduct and three at their own request). The average number of attendances of those that remained was 133·8, each attendance 1·45 hours.

Another class has been established in the same battalion, and better results are expected.

Progress of adults.

As might be expected from what I have already stated, with regard to irregularity of school attendance by adults, their progress has not been as satisfactory as is desired. I have been surprised to find instances of men who have made progress, and yet whose attendance at school has been irregular and infrequent. Upon inquiry, I understand that such men have studied in their barrack rooms; slates, books, &c. having been lent to them by the schoolmasters, and unless there is any objection to such a practice, of which I am not aware, I commend its adoption as much as possible. In the school of one regiment, however, I am able to record satisfactory progress, the 1/24th; the holding a certain certificate of education is, in this regiment, a necessary condition towards a man being considered qualified for promotion as a non-commissioned officer, and it has had its effect on the progress of the school.

Progress of grown children.

In the children's schools generally there has been satisfactory progress, and the attendance has been regular.

The infants schools have also been regularly attended, and well conducted.

School-mistresses.

The schoolmistresses bear good characters, and they appear to me generally to manage the children well, and to succeed in interesting them, and in gaining their attention. Some no doubt do so more than others.

School-masters.

The schoolmasters, with one exception, have been very favourably reported on by their commanding officers, and I have found them efficient, and conducting their duties with ability. Some masters are more energetic than others, and some have more tact in dealing with

the men. I mention this, because I am convinced that the attendance at school and the progress is more or less affected by the manner in which the men are received and treated in school. The schoolmasters may be, as indeed they are, thoroughly efficient, and perfectly well conducted, but unless they succeed in making the men feel that they are really interested in them, and desirous of helping them to master the subjects proposed to be taught them in the schools, there will not be good attendance nor satisfactory progress. App. II. No 9.

I have, &c.

(Signed) Rob. C. Romer, Colonel,
Local Inspector of A. Schools.

To the Secretary
The Council of Military Education.

Appendix II.—No. 10.

App. II. No. 10.

Report on the Army Schools at Malta, by Lieut.-Colonel R. B. McCrea, R.A.

Sir, Malta, 31st January 1868.

The period having arrived when officers connected with the education of the army are directed to give an account of their stewardships for the past year, I have the honour of submitting the subjoined observations for the consideration of the Council, noted in the transaction of my duties since I relieved Colonel Romer, R.A. of the local inspectorship on the 1st of last December.

Since that date I have either examined or inspected the whole of the schools in this command, forwarding to the Council the classified returns of the examinations; I therefore confine this report to the general principles of the system as they passed under my observation.

The first great point which struck me forcibly during these inspections (I may add long before), was the absence of life and reality, of warmth so to speak, in the working of the system. Parents send their children to school in many cases reluctantly; the mother too often active in framing excuses in keeping the elders at home for the assistance they render, and the men, weighted with continual routine duties, look upon school as irksome or unnecessary. The schoolrooms are in great part barrack-rooms substituted for the purpose; and though they are sufficient in one sense, are not in their appearance or fittings inviting. The schoolmasters are a correct excellent class of men, but as a general rule are wanting in that happy fertility of resource, that variety of tone and tact, so essential to ensure success in most things, but especially where the impression on our mental faculties is concerned. The officers, with rare exceptions, take no interest in the matter. There are no rewards or incentives to zeal; and the system being one of fixed routine, intended to mould the most sensitive of earthly things, gets treated after the fashion of our stores of imperishable material, instead of flourishing as a healthy vigorous plant, languishes in a sterile soil, and pines for better nourishment.

On looking over the reports of my predecessor, I find that, like myself, he has urged upon commanding officers the advantage of forming special classes of young men in order to qualify them for the simplest requirements of the duties of the non-commissioned officer; but the answer has almost always been one of regret that, on account of the severe garrison duty, the men could not be spared; that is, released from ordinary duties for the purpose of regularly attending school.

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This garrison duty mainly consists in mounting guard round the extensive fortifications of Malta; where, although we are happily in peace with all nations, 220 men daily are posted on sentry over the war material on the works. It is, however, not impossible but that the day will come when this large amount of sentry duty may be reduced; inasmuch as the extraordinary modifications in modern weapons will sooner or later necessitate a total change in armaments, when with fewer guns less supervision will be required. It is possible also by keeping in store all parts of the armament which can be injured or stolen, and which would delay only by a few minutes the bringing of the guns into immediate service position, this supervision may be managed less rigidly, and yet equally effectively. One of the smartest officers with whom I have ever served, Lord Alexander Russell of the Rifle Brigade, on taking over command of the Citadel and district of Quebec, reduced the garrison duties considerably, by placing married soldiers in the most unimportant guard-rooms, with proper instructions to look after the public property in their vicinity. As a general rule this property from its nature cannot either be stolen or injured, except under circumstances of a most extraordinary character; and I would submit that if this principle were extended, many of the weary hours in which a soldier paces his rounds in the fierce heat of a more than tropical summer's climate, might be devoted to his primary education, and to the making of a far more useful public servant of him. It has lately been stated that, in the last return of the Prussian army, out of 300,000 men there were only 10 who could not read. It must be yet a long day ere such a return can be rendered for our troops proportionately; collected from the richest people on earth as they are; and considering the rapid march of science, the fate of a campaign between two armies equally well armed, and under generally equal conditions, would probably be decided by the standard of the soldiers in intelligence and education.

Independently of the preventive causes arising from duty, there is, I submit, less inducement to soldiers to attend school than there might be. Mental toil is not inviting to grown up labouring men. Government offer no prizes or rewards for qualification here, as they do for proficiency in musquetry or for good conduct. I am not aware if it has ever been proposed that an increase of pay should be given to men qualifying for certificates; if not, it might be well to take into consideration how much the power of a body of men would be increased by an universal knowledge of the first rudiments of education. If the inducement of an additional 1*d.* a day were offered to men taking out 2d class certificates, the popularity and utility of the regimental school would soon be on a different footing. The money would be well laid out by the public, both during the career of the soldier, and in his after life as a citizen. Until some large popular scheme is established throughout the empire, whereby the education of children will be compulsory, some such grant as this is necessary to bring the grown up ignorant man into the edge of the bright disk of learning, and thus render useful the money already voted in this worthy yet costly experiment. The first beginning is every thing, and the reward would soon come. Let a man's feet by a gentle encouragement be brought to touch ground, and it is astonishing how rapidly the confidence to strike out for himself will grow on him; while in the suppression of crimes, caused by idleness and drunkenness, there is nothing which can compare to the means of enjoyment proposed, and rapidly promoted, by the primary advance in education.

Besides any reward for qualification which Government might hereafter be induced to put forward, there is another source from which considerable assistance might be gained; viz. the Canteen Fund of the regiment. From this, prizes are annually voted for feats of physical strength, and, I would submit, why not for mental skill as well? If

the sub-committee of the canteen, composed of non-commissioned officers, had authority to propose prizes to be competed for by soldiers attending school, it would raise the value of school attendance and diligence in the eyes of young soldiers. If these cannot be attracted when they first enter the service, the best time of all is lost. The money so voted for prizes would still all be spent in the regiment, whence it proceeded; and it would much enlarge the circumference of possibilities wherein all could hope to obtain a share of the profits, whether by mental or physical skill; some in one way, some in another. There are frequently large sums in these canteen funds which commanding officers are puzzled how to devote to some really useful purpose. I believe the plan would be favourably considered in all regiments, who at any rate might accept it or not as they pleased. It is the interest of the senior non-commissioned officers to see that young soldiers are rapidly brought forward in education, and to have them ready at hand in time of pressure to assist in making out the numberless returns and reports the routine of the service daily asks for.

The same remarks apply to the children's schools, which might be benefited more largely out of the canteen fund than they are at present. Regular attendance should form a claim to especial reward. There is, however, here one great excuse for mothers to keep their children at home. During the winter months, the principal time for school work, no fuel is allowed for the school-rooms. Malta, during the months of December, January, and February, is one of the most windy places in the world. Vegetation will not flourish except protected by stone walls, and there are no trees worthy that name in the place. Cold is quite a relative thing; and that fires are really wanted is proved by the fact that all houses, English and Maltese, and officers barrack rooms as well, use fires during this period. That young children, often too scantily clad, should shrink from coming on these cold boisterous mornings to the chilly cheerless school, is not to be wondered at; nor can profit be expected to result to those who do attend at such times. I beg to submit this little matter to the favourable consideration of the Council.

But besides the inducement which a pleasant warm room would be to children, others might be employed. Among them I beg to point out the German method of teaching young children to read as superior to our mode of hammering into their ductile brains by direct appliances. It is now often taught, and will be I make no doubt much oftener hereafter, by the help of the old and well known game of Loto. For instance:

C		A		T
S	M	I	T	H
	D	O		G
B	E		D	

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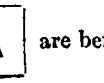
a number of cards are dealt out among the children, when each child puts the one which falls to his lot before him. The cards are progressive; divided into lines, first filled with letters, then with words; then with sentences. A quantity of bone or glass counters with letters on one side



are before each child; and the teacher from a bag with other marked counters calls out letters in succession. For instance, taking a counter out of the bag, she calls out "A." The children with A on their cards select the A's from the heap of counters before them, and cover up all the A's on the cards. Then dipping her hand into the bag again, she calls out "T;" and the children at once hunting up the T's cover them up. "Oh," says a child, "I hope the next will be a C, then I shall "have a line covered with C A T, CAT." "No" says another, "I "hope it will be an H, then I shall have my line filled with H A T, "HAT." The child who covers her card first wins the game. Thus this process teaches the first rudiments by intuition, just as the eye to understand an object can only receive the knowledge by indirect light. I heard a lady of experience say the other day, that children learnt to read by this process (which amuses them, and keeps their attention wide awake) in one third of the usual time. The first impressions in education gained, the first outworks of ignorance stormed, is half the battle won.

I have, by permission, to point out a fault which might be rectified in future editions of the school maps. On reference the Council will observe that large portions of inland countries, or counties, are coloured with the same tint (or very nearly so) as that used to represent the sea. When a distinct impression of form and shape (which is the main object of the maps) is to be left on the minds, this mode of conveying it must often be confusing to young children.

So far as I can judge, fewer lectures with the magic lanterns have as yet taken place this winter than was formerly the case. The novelty of the thing having passed away has probably something to do with this; but unless the lecturer and machinery are of very first rate order, the gloom of the room and the want of life in the exhibition from this cause, militates much against its popularity. The lectures I have attended have not been very successful efforts from these causes; nor were my own efforts in this line a whit more so, though I used (before their introduction by Government) the finest dissolving lanterns and pictures which Carpenter and Wesley, the well known opticians of Regent-street, could supply. A clever man may make a lecture of this kind, on such a subject as astronomy (which happens to be a suitable subject) interesting and agreeable; but as a general rule, the disjointed nature of the performance, the inferiority of the matter offered, and the darkness of the room, do not tend to this desirable result. Finding this so, we adopted during the last two winters in Canada "Readings from celebrated English authors," which were very successful and largely attended; not only by our soldiers, but by their friends and the gentry of the place as well. The 7th Fusileers followed our example with equal success. The style of reading of Captain Pedder of the 7th and of Lieut. D. B. Harvey of the Royal Artillery was of a superior stamp, affording the keenest pleasure to their listeners. There is, I am sure, scarcely a regiment in the service where a few good readers among the officers could not be found; and the range of our literature is now so extensive and varied, that something to suit all tastes can easily be selected. Not long ago the 1/8th regiment had a reunion of this nature in their theatre in the Upper St. Elmo, when the reading of Captain Louis de-

lighted the men of the regiment. The present stock of magic lanterns and slides will last a long time, and always be popular among the children at Christmas time; but I should be sorry to see the principle extended without further consideration of its advantages.

The libraries and recreation rooms are popular with the men and are very useful. To make the former still more so, the larger the quantity of new readable matter introduced, the better. The great London circulating libraries have at stated periods accumulations of new works in excellent condition which they offer at greatly reduced rates. A regular influx of such works would be a welcome addition, and be highly appreciated by troops serving abroad.

Although of late years much has been done to establish an uniform system of education in the army, yet the one grand thing to make the system work remains still to be accomplished, and that is to popularise it with the men themselves. Let me take as an example the case of the 2/8th regiment now quartered in this garrison. The officer commanding, Colonel Robertson, has been indefatigable in his exertions towards trying to induce the men to attend school and work there with zeal and spirit. He established a night class, and became a frequent attendant at the school by way of encouraging the men. He also limited as much as possible all fresh promotions to those who took out school certificates. It is probably no exaggeration to say that the interest and trouble he has taken are not likely to be exceeded anywhere else. Yet the result was not encouraging. At one time he gave small rewards for regular attendance; but when these ceased, the attendance dwindled down to next to zero. In the abstract the men cared for mental improvement little or nothing; but a limited number had no objection to it, provided it was made worth their while. In fact there was no particular inducement for them to attend school: no prizes to obtain; no increase of pay; partial exemption only from other duties; which is in itself no inducement, as it merely substitutes one kind of work for another. By the returns now before me, it appears that out of 30 men who formed this special class (under the Colonel's own eye as it were) from the 1st of February to the 6th of July 1867, 2 obtained second class certificates, 4 third class: while 18 in reading, and 17 in writing, with the large average of 260 attendances each, remained absolutely stationary. It is scarcely possible to attribute such a result to any other cause than a want of interest in the work itself.

If therefore, only by way of experiment for any limited period, I now beg permission to submit a resumé of the suggestions which appear to me worthy of favourable consideration by superior authority.

1. That the officer commanding a regiment should select an officer (not under the rank of Lieutenant) to look after the schools, library, and recreation room. It would be the business of this officer to pick out and encourage likely men to attend school; look up good readers and lecturers among the officers and his friends; frequently visit the schools and recreation rooms, and generally look after the indoor amusements of the men. As a remuneration for this extra work, 1*s.* a day might be given, and it is probable that in every regiment an officer would undertake it.

2. That, provided a soldier is in possession of a good conduct badge (i.e. after three years service) the addition of a 1*d.* a day be made to his daily pay on his taking out a second-class certificate.

3. That so soon as this is brought into fair operation, thenceforward the promotion (except on active service) to sergeant from the rank of corporal, be confined as much as possible to men taking out first-class certificates.

APP. II. No. 10.

4. That on the recommendation of officers commanding, or regimental boards, fuel be allowed to schoolrooms in winter months.

5. That greater discretion be permitted to officers commanding regiments, with the concurrence of their committees and sub-committees, in awarding prizes and encouragement from the canteen surplus funds to soldiers attending the regimental schools.

6. That a trial be made in infant schools of the inductive system of teaching the primary steps in reading.

The concentration of a number of regiments in a small nucleus, such as Malta or Gibraltar, affords great facilities towards trying, if even for a time, many of the above suggestions, with a comparison of the results between different corps. Hitherto the means for carrying out an excellent scheme of army education has been to a large extent granted by the public, though perhaps not to the full extent which would ensure the machine working effectively and smoothly. To make this expensive machine turn out adequate and expected results, a little oil, as it were, should be added, when I believe a vast difference would soon be perceptible. Each year we add to the scientific perfection of our warlike weapons, while at the same time the hands to use them remain absolutely in statu quo. In these days of experiments and costly war material, what would a few thousands laid out on so vital an object as the advance of soldiers in primary education not effect? The money in the long run would be repaid to the nation a thousand fold; and success in war must mainly depend upon the intelligence and aptitude of the men which, in future, Generals will have under them to carry out, in moments of emergency, the numberless accidents and vicissitudes of campaigns.

I have, &c.

(Signed) R. B. McCrea, Lieut.-Colonel, R.A.,
Local Inspector of Army Schools.

To the Secretary
The Council of Military Education.

Regiments in which Examinations for Certificates were held from 1st December to 31st December 1868.	Number of Certificates obtained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
31st Regiment (18th Dec. 1868)	—	—	1	1
Totals of Certificates - -	—	—	1	1
Totals of unsuccessful Candidates - - -	—	—	—	—
Totals of Candidates examined				1

A 2nd class Certificate was awarded to Lance Corporal Smith at my annua examination of the regiment.

R. B. McCrea, Lieut.-Colonel.

APPENDIX II.—No. 11.

APP II.
No. 11.

SIR, Montreal, May 2nd, 1868.

IN this report on the army schools in the 2nd military district, Canada, I deem it unnecessary to append any very extended general remarks, as I have previously in my covering letters to examination reports for the year 1867, and the half-yearly reports for the same year, brought under the notice of the Council, pretty fully, the subjects connected with the state and advancement of the schools, to which reports I beg leave to refer you.

Religious instruction.

There is a falling off in religious exercises; it is only in some schools the orders upon this head are fully complied with; the masters urge that the special classes interfere with this important instruction.

Literary instruction.

Reading:—Many adults and grown children though they read well yet were wanting in taste and judgment. About one third of the readers were able to answer the questions arising out of the reading lessons with readiness and accuracy, and very few indeed could give the meaning of the words occurring in the lessons.

Penmanship.

There is not that attention given to this needful exercise which its usefulness demands. I have seen some beautiful writing in the books of the adults, but their hand was formed before enlisting.

Dictation.

In connexion with penmanship I would observe that more regard ought to be paid to the writing in this lesson, and also that it should not be confined to the senior classes, but that all who can write should share its advantages, and that the pupils themselves should correct the errors in spelling. With the special class and grown children there would be no difficulty about this; they could take the books to their rooms in the evening and bring them to school in the morning corrected.

Arithmetic.

With respect to arithmetic a considerable per-centage of the children and adults was in the simple and compound rules, and but a small per-centage was qualified to do questions in practice, simple interest, and simple proportion with readiness and accuracy, and but few were able to work questions in more advanced rules. I found great weakness in the theory of notation.

Grammar.

There was a fair per-centage of children returned as learning grammar, in some stage or other, but very few could do more than name the parts of speech, and point out a noun, an adjective, or an article, and the number was very small indeed that could discriminate the parts of speech correctly. This branch is not taught to adults.

Geography.

This subject is taught to most of the special classes and to nearly all the grown children, but I did not find that any great proficiency had been made; many knew the outlines of the map of the world, and several had a fair acquaintance with the map of Europe and the British Islands, but ignorant of the other continents.

English history.

This important subject does not get that attention which its utility calls for. An intimate acquaintance with it and geography is necessary to render intelligent most of the subjects treated of in the reading lessons. Coupled with this, there is no other study so well calculated to enlighten the understanding; besides, every school-going man and child should be made acquainted, in some way or other, with the glorious constitution under which we live.

APP. II. No. 11, Organization, &c.

The organization and classification of the schools conducted by trained masters exhibits reflection and discrimination, and the ideas of nearly all the masters, for there are exceptions, of school government and of education are generally intelligent and judicious.

If uniform time tables were supplied, and it made incumbent upon the masters to adhere to the programme of studies therein, it would in my judgment be attended with a beneficial effect.

There is one more remark I desire to make: few of the masters teach from a mind full of the subject, and especially in the treatment of collective lessons, and there was manifested but little of the philosophy of teaching, or of adapting instruction to the laws which regulate the development of the human mind.

In making the foregoing remarks I do not wish it to be understood that the masters are wanting in ability, I rather attribute it to apathy which had its rise when the classification was abolished.

Infants schools.

I cannot speak in terms of approval of the method of teaching pursued in these schools; I allude particularly to the want of skill, or neglect evinced by the teachers in making no attempt, or if made it is in a manner very unskilful, to expand the minds of their pupils and to exercise their thinking powers.

The object lessons in the main were meagre and worthless.

Female industry.

Plain needlework is taught, and many of the elder girls sew neatly. In this department I found one defect prevail which ought not to exist, I allude to cutting out, this most important and necessary part of instruction is neglected; I would submit that it be made imperative on schoolmistresses to teach cutting out, and that at the periodical examinations the girls should be tested as to their proficiency in it, and from experience I would also suggest that no woman be appointed schoolmistress before passing an examination in cutting out.

Discipline, &c.

Discipline, order, and cleanliness are very well attended to in both schools.

I have treated of the conduct and efficiency of the teachers in the reports adverted to at the commencement of this report. I thought it needless to enter into any statistical matters.

I have, &c.
J. LITTLE,
Superintending Schoolmaster.

FOR THE YEAR 1867.

Regiments and Corps in which Examinations for Certificates were held from December 1866 to December 1867.	Numbers of Certificates obtained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
Royal Artillery 3d Brigade -	9	9	8	26
2nd Battalion 23d Regiment -	2	1	21	24
1st „ 25th „ -	1	2	5	8
30th Regiment - - -	—	1	—	1
1st Battalion 60th Rifles -	—	4	8	12
1st „ Rifle Brigade -	—	28	13	41
4th „ „ -	1	6	8	15
Royal C. Rifles - - -	—	4	3	7
Total of Certificates of the several Classes - -	13	55	66	134
Total unsuccessful Candidates	—	—	—	84
Total of Candidates examined	—	—	—	218

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	13	—	—
2nd - -	36	19	—
3rd - -	38	28	—
Total - -	87	47	—
Grand Total -	134		

Note.—1 of the above was obtained at my periodical examinations, the remaining 133 at special examinations.

The large per-centage of failures was due—to incorrect spelling with the 3rd class, failures in working up Ledger and Savings Bank Accounts with the 2nd class, and shallowness in the extra branches with the 1st class added to wretched composition and too free a use of capital letters.

J. LITTLE,
Superintending Schoolmaster.

App. II.
No. 11.

FOR THE YEAR 1866.

Regiments or Corps in which Examinations for Certificates were held from December 1865 to December 1866.	Number of Certificates obtained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
30th Regiment - - -	—	—	6	6
R. Canadian Rifles - -	1	—	—	1
Total of Certificates of the several Classes - -	1	—	6	7
Total of unsuccessful Candidates - - - - -	—	—	—	20
Total of Candidates examined	—	—	—	27

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	1	—	—
2nd - - -	—	—	—
3rd - - -	3	3	—
Total - -	4	3	—
Grand Total -	7		

Note.—1 of the above was obtained at my periodical examination, the remaining 6 at special examinations.

J. LITTLE,
Superintending Schoolmaster.

APPENDIX II.—No. 12.

APP. II. No. 12.

SIR, Toronto, C.W., 23rd April 1867.

I have the honour to forward for the information of the Major General Commanding, and for transmission to the Council of Military Education, my annual reports of the regimental and detachment schools of the first military division.

I had intended to have made my inspection of the regiments, &c. stationed at Hamilton, London, and Brantford, about the latter part of this month, but the district order of the 9th March (annexed) left me no alternative.

After a minute examination of the schools I beg to add a few remarks on their condition, &c.

The schools, both adults and children, notwithstanding the partial breaking up of them in June last, have made fair progress. The attendance of the ordinary classes is unsatisfactory. The constant duties and daily fatigues of the soldier prevent his benefiting to any extent from the advantages of education that now are open to him. I find that in some of the regiments there are several men who have only attended school once, or perhaps twice a month; this of course has prevented much progress; whereas in the special classes, where attendance is most satisfactory, a marked progress has been made by nearly all who comprise them. In many instances men who have been selected for the special class have been those of a very low standard of attainments.

The commanding officer 1/16th regiment informed me that he was much pleased with the progress of his special class, and it was a source from which he drew his non-commissioned officers, and he said it was his intention if possible to have a limited number of men formed into a class of this kind during the summer months. It is only from our special classes that we can look for good results.

I trust this system will become general throughout the service; commanding officers speak of it in the highest terms.

There has been a great desire on the part of non-commissioned officers, drummers, and privates to obtain school certificates, and the schoolmasters have done all in their power to forward these praiseworthy efforts. I am happy to say they have been attended with satisfactory success, 346 candidates have come forward since last examination, viz.

D. and G. Batteries, 4th Brigade, Royal Artillery Toronto, C.W.	6	candidates,	recommended	4
H. Battery, 4th Brigade, Royal Artillery, London, C.W.	2	do.	do.	2
2/7th Fusiliers, Brantford, C.W.	13	do.	do.	11
1/16th Regiment, Hamilton, C.W.	54	do.	do.	25
2/17th Regiment, Toronto, C.W.	203	do.	do.	101
53rd Regiment, London, C.W.	44	do.	do.	20
4/60th Rifles, London, C.W.	24	do.	do.	13
Total	346	do.	do.	176

App. II. No. 12.

and independently of those granted several are recommended in accordance with the instructions contained in the Fourth Report of the Council of Military Education, page xviii. (certificates), viz.

D. and G. Batteries, 4th Brigade, Royal Artillery, Toronto, C.W.	16	recommended.
13th Hussars, Toronto, C.W.	13	do.
Total -	29	do.

for efficient work done in their copybooks, together with those recommended at the examination for certificates, will make 206 in this district.

In the 1/16th Regiment Schoolmaster Bramhall, by the permission of Colonel Peacocke, posted a notice in the schoolroom, pointing out the advantages of school certificates, a copy of which I annex.

I have been informed that many more would have come forward had my examination been a month or six weeks later, and for which many had been working during the winter months, particularly in the 2/17th regiment at their evening school.

I may also mention that the greater number of successful candidates for certificates are men from the special classes.

In the 2/17th regiment three examinations have been held by me for this purpose since December 1866.

The children's schools have made good progress during the past year, considering the irregularity of attendance (a serious drawback), caused I am told by sickness, removal of regiments, the non fitting up of schoolrooms (the accommodation for the men having to be completed previous to schools); these causes, with absence of parents on the frontier during the Fenian raid in June last, have greatly retarded educational progress.

The 13th Hussars, 2/7th Fusiliers, and 53rd regiments were not opened after their arrival in this district for several months. I did myself the honour of bringing this to the notice of the Major-General Commanding; as soon as they possibly could be opened they were.

In the infants and industrial schools, with one or two exceptions, caused by the want of school materials, &c., a satisfactory progress has been shown.

I beg to draw the Major-General's attention to the unfinished state of the infant school, 13th Hussars, at the Crystal Palace Barracks. The gallery which I pointed out to his notice on his assuming the command of this district, as being required, is still incomplete.

The schoolroom at the Old Fort occupied by the D. and G. batteries, 4th brigade, Royal Artillery, are too small for the number attending. Separate rooms are required for grown and infant children, whereas they are all instructed together. The room is very close, the ceiling low, in fact quite inadequate to the requirements of the batteries 4th brigade.

I believe an application has been made and plans submitted for the approval of the War Office for a new school at the New Fort, where nearly all the married people live.

The adult school there is also far too small, although about the best that could be afforded; it is used as a recreation room in the evening by the troops stationed there. What is required is a schoolroom to accommodate adults and grown children, and one for infants and industrial. If this could be done, regularity of attendance on the part of the children, particularly of the smaller ones, would be amended; at present they have to come twice a day over the common from the new to the old Fort, some distance for them, and in winter, when the ground is several feet

deep with snow, almost impracticable; in summer, when very hot, as it is here, as difficult of passage.

I beg to call the attention of the Major-General to the pleasing fact that at the Industrial Soldiers' Exhibition held in this garrison in May 1866 the industrial work of the schools of this district was very much admired, both by civilians and military; three stalls were devoted to it, and every sort of work was exhibited. Major-General Napier, C.B., was much pleased with this work and purchased for "Her Majesty the Queen" a beautiful embroidered child's dress, made by 2nd class schoolmistress Bramhall, 1/16th regiment, and the Royal Coat of Arms, worked in wool and silk, by 2nd class schoolmistress Brown, 47th regiment.

I beg to recommend to the Council of Military Education two 3rd class schoolmistresses, schoolmistress Wicks, 4th brigade, Royal Artillery, and schoolmistress Stuart, 53rd regiment; their schools are in a very creditable state, and I believe they have been more than six years 3rd class schoolmistresses.

The schoolmasters of my district are attentive to their schools and special classes, and their commanding officers report well of their zealous conduct and abilities.

The schoolmasters of the 1/16th regiment and 47th regiment were appointed Presidents of the Sub-Committees of their regiments at the Industrial Exhibition already mentioned, and exhibited several plans, drawings, and the latter conducted a newspaper with success.

Schoolmaster Jones, 4/60th rifles, is President of the library at London, C.W., which he conducts in an admirable manner, and the other schoolmasters are also deserving of praise.

I have, &c.
SAMUEL N. STOCKHAM,
Superintending Schoolmaster.

Major of Brigade,
Toronto, C.W.

NOTICE.

Next month being the period for the annual examination for Government school certificates, the following advantages are pointed out to candidates.

1. *A third-class certificate* is a recommendation to the commanding officer for full corporal and dismisses a private from school.
2. *A second-class certificate* is a recommendation for full serjeant and dismisses a non-commissioned officer from school.
3. *A first-class certificate* is a recommendation for colour-serjeant.

The above advantages regimentally, together with its being a recommendation for a situation in civil life, will justify every man in trying to obtain *the highest class of certificate*. Candidates will please give their names to the school assistants or the schoolmaster.

By order,
E. BRAMHALL,
Schoolmaster, 1/16th Regiment.

Hamilton, C.W.,
1st March 1867.

N.B. The subjects for the above examinations correspond with the regimental examinations in the respective ranks.

APP. II.
No. 13.

APPENDIX II.—No. 13.

To the Secretary to the Council of Military Education,
Great George Street, S.W., London.

SIR,

Annual report, schools, &c., Madras Presidency.

I have the honour to forward, with a view to its being laid before the Council of Military Education, the following general report on the schools, libraries, reading and recreation rooms, of the European troops in, or serving under the Madras Presidency, or of Fort Saint George, for the official year ending 31st March 1868. Having during the year transmitted to you, immediately or shortly after my inspections, detailed reports on the various subjects in connexion with the schools and reading rooms of the regiments, depôts, and batteries as per margin, a general allusion to these, I conceive, is all that is now required. I would beg most respectfully, however, to commence by stating that, previous to my appointment by the Madras Government in March 1867, there had been no superintendent of army schools in the Madras Presidency since October 1861, at which time, on account of the removal of my predecessor from office, the schools of the European regiments were placed under the Government (civil) inspectors, as had before been the case (G. O. G. 6th December 1859, No. 472). Bengal and Bombay had, for some years, been enjoying the advantages of military superintendence of army schools, which, in every way, especially in India, I humbly conceive to be the best; not only because a military officer knows (or should know) exactly what amount of education the soldier requires for the orderly room, for pay or quarter-master sergeant, or to make him generally useful in time of peace, or in the event of his retirement; but because by far the greater portion of the civil inspector's labours necessarily lies in a sphere of action essentially different from the military. It is, therefore, impossible, be he ever so energetic, that he can find sufficient time for, or take sufficient interest in, the soldier. What was considered a most useful office then, having been resuscitated in this Presidency, I entered upon my duties well aware of the difficulties I would have to contend against; not only difficulties caused by the previous want of military inspection, but by what I knew still to exist, even in an age with such a general thirst for knowledge as the present, in the minds of a few officers with whom I might come in contact, a prejudice against military education flourishing to any extent, and that it would devolve upon me to aid in preparing the way "for amalgamating the Indian with the Imperial establishment."*

Convalescent Depôt School, Wellington.
Royal Artillery Schools, 3 Batteries,
16th (Queen's) Lancers,
2/10th Regt. of Foot, Bangalore.
3/60th Royal Rifles, Fort St. George.
R. A. Schools, 4 Batteries, St. Thomas Mount.
Depôt School, Poonamalee.
Eur. Vet. Batt. School, Palaveram.
D. 20th Brig. Roy. Art., 1/1st Royal Regiment, Cannanore.
B. By. D. Brig. R. H. A., H. M's. 76th Regiment, Bellary.
Roy. Art., 2 Batteries, H. M.'s 2/24th Regt., Rangoon.
H. M.'s 2/19th Regt., Bangalore.
C. 23d R.A., Trichinopoly.

The latter object I have steadily kept in view throughout my year's labours. From not having received reports, you are probably aware that I have not yet inspected the schools at Nagpore and Secunderabad, having included Burmah in my tour of the past year. I intend to inspect the schools at the above two important stations during the present year. But I may here state that, although not yet inspected, I am fairly acquainted with their conduct from the regular monthly reports furnished me, and from having communicated with the commanding officers on subjects concerning their schools' welfare.

* See "Fourth Report by the Council of Military Education," page vii.

During the past year the following changes of regiments have taken place; the 102d regiment of foot (Royal Madras Fusiliers) left Kamptee for Bengal, and the 91st regiment from that Presidency supplied its place at Kamptee; the 108th regiment left Secunderabad for Bombay, and the 2/10th from Bangalore supplied its place; the left wing of the 3/60th Royal Rifles marched for Bellary from Fort St. George, and the 76th regiment left Bellary for Thayetmyo and Tonghoo in Burmah; the 2/19th regiment left Burmah, supplying the place of the 2/10th at Bangalore. There have been no changes in the regiments of European cavalry, and few of importance in the artillery. Out of the regiments above noted, you will observe that I had already inspected the schools of three of them during the year; viz. of the 2/10th, the 3/60th, and 76th; which last I was fortunate enough to reach on the eve of the corps departure for Burmah. Having, unaided, had to conduct throughout the year the whole of the correspondence, indents, &c. connected with the Madras army schools, in addition to having travelled nearly 6,000 miles, and this being my first annual report to the Council, I trust will account for any deficiencies in my remarks.

Changes of regiments.

Irregularity of attendance at school forming the chief difficulty in such a climate as that of Europe, we need hardly wonder it should form the chief impediment to the progress of military education in India. The remedy for this irregularity, I am aware, has for some years been anxiously sought for by the Council. The general attendance of adults, I am compelled to say, has been irregular. Instead of four hours attendance each week,* we must consider ourselves fortunate in India if we get four hours a month, or 80 minutes a month for each of the three subjects, reading, writing, and arithmetic. This 20 minutes a week for each of the three I should say was the maximum, which, after all, is better than 10 minutes a week set down by the local inspector, not long since, for a regiment at Malta. The 1st Battalion, 1st Royal Regiment,† as I have before reported, gave about four hours during the month; the 2/24th at Rangoon, where the duty was considerable, gave but one hour as the average attendance of each man per month. That great progress is to be made with such attendance cannot be expected; but that progress has been made is certain.

Attendance at school.

Schoolmaster Tapsall, of the Royals, showed me some excellent remarks he had written as a solution of the difficulty of irregularity of attendance. The purport of his remedy was what those well-skilled in army education know to be, perhaps, the only way. And many intelligent officers are quite aware of it, and adopt it in part. Every man in the army should clearly understand that he can never be promoted unless he possess the certificate of the rank to which he aspires. In times of peace, make it generally understood that promotion is attainable only through the regimental school. The school of Her Majesty's 2/10th, in the ordinary classes, I conceive to be about the best attended in this Presidency. A late report is most cheering, in addition to large numbers, giving 11, 8, and 7 hours a month respectively, for the privates, corporals, and sergeants. Her Majesty's 2/21st Fusiliers has been very strong in the number of attendances in the special classes, 34 privates, in the month of March last, showing 259; and the number is steadily increasing. The number of nights in bed, and the strength of the regiment or battery, perhaps, fluctuate in India more than in any other country; and hence the difficulty in affording correct statistics as to attendance. But I think I may safely say, that at present, the number of European soldiers attending school is greater than at any

H. M.'s 2/10th Regt.

H.M.'s 2/21st Fusileers, Secunderabad.

* Queen's Regulations, section "Schools."
† Cannanore.

APP. II. No. 13.

former period in the history of this Presidency. The attendance of the 2/19th has been more than doubled since its arrival in Bangalore. I

The Artillery.

am sorry to consider the attendance at school of the Royal Artillery* the least satisfactory of any branch of the army. And again I regret being obliged to agree with the opinion of General Sir R. Napier, applying the remarks on the artillery of the Bombay Presidency made by his Excellency to this, that the batteries of the regiment, "though "requiring a superior degree of intelligence, are inferior to the line "regiments in education."† But this I will say for the men of the artillery, their own professional work is greater for the number of men, and the number of nights in bed, generally, considerably less than in other corps, which partly accounts for irregularity and paucity of

Wellington Depôt.

attendance. The first station I visited after my appointment was Wellington, at which depôt I found no adults attending school. I soon heard that the schoolmaster had got 40 or 50 on the books; but the number has since fluctuated considerably. However, from the recent appointment of Mr. Tapsall, of the Royals, to Wellington, I hope to see an adult school in that sanitarium, with a steady and numerous

Special Classes.

attendance. The advantage of establishing special classes in schools cannot be over-rated. They are the life and soul of the military educational system; and in India, as in England, I believe that commanding officers are becoming more fully alive to their importance. The strong recommendation of the plan, in the Council's third report, precludes the necessity of my saying more regarding its merits here. If we get an attendance of three hours a day for five days of the week, in India, considering the climate, we may achieve as great educational triumphs as at home. Special classes are not so numerous in the regiments and batteries as I could wish; and some commanding officers act on the "specialty" more than others by excusing more parades and duties.

Children.

The attendance of the children at school throughout the year, in every branch of the army, has been very good. At the depôts of Wellington and Punamallee, many children have, doubtless, greatly benefited by the army schools; and, at Palaveram, there has been an unusual attendance of pupils; so much so as to call for an increase of teachers

Infants and industrial schools.

and materials for the male and female schools. The infants and industrial schools have generally afforded me satisfaction. In a country like India, where there is a general disposition to idleness, and orphans are so frequently thrown on their own resources, such schools demand every attention. The industrial work performed has been considerable.

Commanding officers.

The commanding officers generally support their schools, and take an interest in them, some of course far more than others. When attendance is not compulsory, the art of winning the men to school, especially those who can neither read nor write, if more practised in some regiments and batteries, would, doubtless, be productive of immense advantage. How much trouble is frequently saved to the officer by the soldier's understanding his own accounts.

Schoolmasters.

The conduct of the schoolmasters, with only one or two exceptions, has been very satisfactory during the past year. They are, generally speaking, a very intelligent, respectable class of men, quite up to their work, and well spoken of by their commanding officers. During the year two were named by the Horse Guards as fit to hold the appointment of schoolmaster to the sappers and miners in Bombay, the same being considered a superior post. Mr. Devereux‡ of the 16th (Queen's) Lancers,

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* Adults.
† Appendix to Fourth Report on Army Schools. Appendix II.—No. 6.
‡ Second class.

on my recommendation, was appointed. Superior qualifications being required, and, as I have since learned from Mr. Devereux, no extra pay being attached to the appointment, I trust that his promotion to first-class schoolmaster may follow. Mr. Robinson of the 2/10th, also named, I hope to see one day filling the appointment of superintending schoolmaster, should such, in the event of entire amalgamation with the home system, eventually be made in this Presidency. In former reports I have recommended him, and Mr. Cartwright of the 3/60th Rifles, for the appointment of superintending schoolmaster. The most important change has been the transfer of Mr. Shannon from Wellington to the 1/1st Royal Regiment at Cannanore. I would here beg to state, with reference to the new regulations submitted to schoolmasters during the past year, that the number of those who decided to be placed under them* was 19, inclusive of schoolmasters Douglas and McPherson, at Vizagapatam and Singapore. Eleven have decided to abide by the old, or did not elect the new regulations. Only one death occurred among the trained schoolmasters attached to this army during the last year (schoolmaster Tydeman of the 18th Hussars). The assistants have generally given me great satisfaction. The schoolmistresses have not disappointed my expectations; but they vary much in talent and qualifications for teaching. There have been two or three candidates for examination as third-class army schoolmistresses during the year, but only one has been examined and passed successfully, Mrs. Tydeman, (widow of the schoolmaster above mentioned,) now attached to the 18th Hussars; the others wisely resolved to postpone examination. A good manner with children, and considerable knowledge of what young boys and girls should know, are gifts not too common among our would be army schoolmistresses in India. The monitresses are in general intelligent and promising. I have in my reports during the year taken every opportunity of pointing out the extreme desirability of the best school accommodation that can be procured for such a climate as that of India. The want of it greatly retards the general spread of education. If an officer in his roomy well-ventilated house often finds it difficult to read or study from lassitude or ennui, how much more must the uneducated soldier be disinclined to learn lessons with such advantages of accommodation denied him. I trust in time to see a great improvement in the school accommodation of this Presidency, which is far from being generally satisfactory. An admirable plan was sent for my inspection during the year, at the request of the General commanding Mysore division by the Quarter Master General's department at Bangalore; that of a boy's school, to accommodate 100 boys in four classes, for the 16th (Queen's) Lancers. There is no standard plan for such buildings; so I trust to see this new one adopted, and the new schoolroom soon erected. All the regiments, and nearly all the batteries of artillery that I have inspected in the Madras army, as well as the depôts, have their libraries, the accommodation for such varying according to circumstances. Among intelligent European soldiers serving in India, reading must ever form a chief source of delight. The officers I have generally found most liberal in affording aid to soldiers' libraries, if not by subscription, by means of books and periodicals, when no longer required. I have before recommended a more frequent change in the books of garrison libraries. Pensioners in particular feel this want in an age remarkable for its continual changes.

New and old regulations.

Assistants.

School-mistresses.

Monitresses.

School accommodation.

Plan of new schoolroom.

Regimental libraries.

Garrison libraries.

These are very attractive in India, and may either be found in the same room as the library, or separate, which is by far the best, and is the most general plan. The library and recreation room of the 1/1st Royals

Reading and recreation rooms.

* War Office Circular, No. 821, Army Schools, dated 25th May 1863.

APP. II. No. 13.

are among the best I have yet seen in India. Here the men amuse themselves with newspapers and games; such as chess, draughts, bagatelle, to a very considerable extent. The rooms are in general well lighted; and there is now no excuse for their not being so.

Lectures and readings.

I have for some years taken considerable interest in lectures, conceiving that, among the materials of a practically useful system of education, they are of no inconsiderable value; that they are particularly well adapted (varied by occasional readings from popular authors) to India; and that they come under the head of subsidiary education. The chief difficulty is in getting lecturers and readers. The lectures and readings given to the Europeans of this army during the past year have been far from so numerous as I could have wished; still something has been done. Shortly before appointment, I had written three military historical lectures on Charles XII. of Sweden, one of which I delivered, during a period of intellectual stagnation, at the depôt, Wellington, and the whole three eventually at Bangalore. The three lectures were condensed into one, which I gave to a large audience of the 2/24th at Rangoon. A reading to Her Majesty's 2/10th at Bangalore, consisting of my published sketch of the late General Neill's military career, with various military anecdotes, is all that I have time to add to the above in this sphere of action. The schoolmasters in the Presidency have not generally come forward, and I cannot account for their diffidence. Energy in India is wanting among the class to carry out the wishes of the Council in this particular, as they are carried out at home. Doubtless the field is much more difficult to labour in. The attractive power of the magic lantern, for illustration, is not by any means sufficiently used in this country. Schoolmaster Shannon followed up the example I had endeavoured to set at Wellington by giving 12 or more lectures on such interesting subjects as electricity and galvanism, English Revolution, Life of Cromwell, and arms, equipment, and uniform of the British army. Mr. Shannon, of Wellington, reported:—"There is a "magic lantern in the station, but there is no oil allowed for this "lantern. There is no arrangement in the Madras Presidency for the "circulation of slides, &c., similar to that adopted in England. The "one set 'Campaigns of Wellington' has been in this station for the "last four years." Doubtless ere long all that is required will be supplied. At Kamptee, I am glad to say, Colonel Taylor, of the staff corps, gave the Royal Artillery a lecture on the "last war with China," which, I doubt not, was fully appreciated by the men. The excellent readings of Major N. Campbell of the Royal (Madras) Artillery, I may say as concluding my remarks on this head, have done much to interest and amuse the soldiers at Bangalore; and I trust that the example set may cause more officers, who have the requisite ability, to come forward and afford mental recreation to the men, whose progress towards all that is good every genuine British officer has so much at heart. Ledger and savings bank accounts, in fact every mode of regimental account, generally speaking, I am convinced, are not neglected in the educational routine pursued in this Presidency. I have been particular in inquiring into these matters, knowing so well that a company or battery officer is sadly put about, when he has no able man ready to succeed to a casualty. I have pointed out to the soldiers and masters the importance of a knowledge of interest, and the quick conversion of money. A map of India has been sanctioned since my appointment for the Indian allotment, and the vast importance of this study I have done my utmost to impress on the minds of the soldiers and teachers.

Circulation of slides for magic lanterns.

Regimental and savings bank accounts.

Map of India.

Certificates of education.

These have also, by permission of his Excellency the Commander-in-Chief, with the sanction of commanding officers, been introduced. In consequence, however, of not being in the Indian allotment, they have

not yet become general. I granted two first class to the Lancers at Bangalore, and nine first class certificates to the 2/24th at Rangoon. They were much appreciated by the successful candidates in the latter regiment, Good reading, writing from dictation correctly, and progress in arithmetic, I think are becoming more and more apparent in this army.

Religious instruction for the children has been well attended to throughout the year, under the supervision and tuition of the chaplains and schoolmasters, I cannot report favourably of the Hindustani class generally. The attendance I conceive to be both small and irregular; and this, I should say, has always been the case with all classes of the kind. I question whether the liberality of the Government in furnishing a regimental moonshee is at all adequately compensated by the progress made in Hindustani, To comprehend the exact idiom of the language requires men of considerable mental attainments; and without great study, for which the soldier has generally little time or inclination, the idiom cannot be learned, unless, what we never see, he converses with intelligent natives. I have before me a return of men attending the Hindustani class in a distinguished European regiment for the month of March last, signed by the regimental moonshee. The attendance is bad, and I doubt not, the progress is inconsiderable. The schoolmasters generally do not care about passing in the language. Some may pass in order to receive the expenses for moonshees to which they have been put, in order to indulge a partiality for the study; or they think that, prospectively, through this accomplishment they will better fit themselves for Indian service, and increase their chances of promotion. But very few think in this strain. At present, schoolmaster Cartwright, 3/60th, who has passed one examination, is studying for the high proficiency test, which he hopes to pass at Christmas next. Should he succeed, except him, I believe, none will have passed the higher, and very few the lower standard.

Religious instruction.

Hindustani class.

Difficulty of the idiom.

Schoolmaster studying.

As a fair statistical return of education among the European regiments under the Madras Presidency, I select the 76th, now in Burmah: There were 42 men who could neither read nor write; 35 men who could read but not write, or who could barely write their names; 686 men who could read and write; but no men of superior education. The latter are occasionally to be found. I must say, on the whole, that similar statistics to the above, furnished at my inspections, have afforded me considerable satisfaction. As a local inspector, I cannot refrain from here remarking, after upwards a quarter of a century of observation, that intemperance is the ruin of the majority of clever or well-educated men (European soldiers) in India. In my pamphlets on the regulation of canteens, and on the temperance question; the latter, with the view of enforcing self denial, or rather upholding it, rather than total abstinence, published during the past year, and the receipt of both of which has been acknowledged by the Council. I have attempted to point out, what will keep the soldier from excess in drinking, what will give him employment, and make him a wiser and a better man.

Educational return of H. M.'s 76th regiment.

Occasional remarks.

With the sanction of army head quarters, the form of monthly report, W.O. 367, has been brought into general use during the last year; and the regular receipt of such reports keeps me well acquainted with instances of falling off or progress. The school state, for inspection used at home, W.O. form, 1060, not hitherto being in the Indian allotment, I had printed at my own expense, and have regularly used it during my inspections. In only one or two instances have I received the half yearly report of education, W.O. form, 370; and regarding half yearly examination by schoolmasters report (report D.), I have received it in writing only, whereas I presume it should be printed. Even the written report has not been regularly sent me by commanding

Forms.

APP. II. No. 13.

officers; but all such anomalies I hope soon to see disappear, having in January last received* the Circular Memo.† from army head quarters, calling the attention of commanding officers to Horse Guards G.O., No. 854, dated 18th October 1864, by which schoolmasters are to examine every half year, to enter the result in form D., and to send me a copy of the form forwarded to the Council. By strict attention to the various paragraphs in the General Order above, I doubt not that military education in this Presidency will be considerably advanced. But, in order to carry out the directions, everything required I presume will be at once allowed gratis, as I believe to be the case at home, to this Presidency. On the 29th of January last I wrote to the Madras army head quarters on this subject, remarking on the urgent necessity that now arose of making the issue of forms and books in this country "conform, as far as possible, to that in force in England." But his Excellency the Commander-in-Chief, I was informed, could not "recommend any alteration for this command unless a revised scale is "authorized for Bengal." A few days after I was much pleased at receiving a memorandum from the Adjutant General (forwarding a General Order by his Excellency the Commander-in-Chief in India), requesting that I should report whether "any similar General "Order published in this command would be of advantage, and if so, "suggestions thereon were invited." I at once had the honour to recommend‡ that an exactly similar order be promulgated in this Presidency, which would be of great advantage, "as commanding officers "would then be enabled to carry out the recent instructions from the "Horse Guards as regards half yearly examinations," &c. As I had the honour to remark, for the information of the Council, in my report on the Bellary schools of 14th January, the reading standards laid down in form D. differ materially from those sanctioned in the allotment of school books for India; and such being the case, it was thought that a difficulty in determining the standards of reading, so as to be like the system pursued in England, might arise; hence my desire for assimilation. I have only to add, that the regular half yearly examination of adults and children, particularly the latter, in this country, by the schoolmaster, I conceive to be more necessary than in England, where the energies of the pupils are far less liable to droop than in a tropical climate.

Half-yearly examinations.

Reading standards.

I have, &c.

(Signed) W. B. LAURIE, Lieut.-Colonel,
Superintendent Army Schools, Madras Presidency.

Bangalore,
8th May 1868.

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* Adjutant General's Office, Fort St. George, 17th December 1867, No. 3241 Mem.
† No. 92, Adjutant General's Office, Head Quarters, Saugor, 29th November 1867.
‡ Letter No. 126, Bangalore, 26th February 1868.

APPENDIX II.—No. 14.

No. 718. H.

The Adjutant General, Army Head Quarters, Simla.

SIR, Kussowlie, 29th October 1866.

I HAVE the honour to submit for transmission to the Council of Military Education, reports of the schools visited by me during my last tour of inspection, which extended from 5th January to 3d July, and embraced the stations of Central India and the Punjab.

2. I am sensible that the great delay which has taken place, again, in the submission of the reports, will be unsatisfactory both to his Excellency the Commander-in-Chief and to the Council; but I trust that the circumstances of the case will be admitted as a sufficient justification. Last year I was led to anticipate that other officers would be associated with me in the inspection of schools during the ensuing cold season, a certain district being assigned to each, and in this expectation, instead of starting in October as I had purposed, I delayed doing so till the beginning of this year. It was then my object to visit all the stations which I had not visited in my last previous tour; and this I accomplished, continuing my inspections throughout the hottest period of the year. But I was not able at the same time without the aid of a writer (which his Excellency had also recommended should be allowed) to prepare my reports, which are actually required to be in triplicate. Unfortunately also the resignation of Mr. Stapley, my assistant, at an early period of my absence, prevented me from sending the drafts to my office to be completed there; and moreover threw on me a quantity of correspondence, which would otherwise have been disposed of in the office. On my return I found a large accumulation of pressing work lying undisposed of, my soldier clerk having, I am sorry to say, done very little during my absence. Under the above explanation, I trust I may claim the indulgence of the Council for having failed to comply with their request that I would submit my report in time for it to be incorporated with their general report for 1865–66.

3. I have no expectation of being able to start on my tour this cold season much earlier than I did in the last, and purpose to commence my inspections at Calcutta immediately on the opening of the schools after the Christmas holidays. Though I hope to be able to visit the schools at all stations not taken last year (they being fewer and the facilities for travelling much greater), I do not purpose to *impose* upon myself the whole of this; but to make it my special aim strictly to carry out the rules laid down by the Council, and complete the report of each school before leaving the station, getting through simply as many schools as I can in the time available.

Adults.

4. Adverting to the reports of my inspection, it will be seen from the abstract accompanying them, that I examined 2,664 adults, and recorded their status. I was able only in three or four instances to record progress, as in the remaining schools there had been no previous examination in which the individual status of each pupil had been noted.

Reading.

5. The abstract shows the following results: in Reading about 42 per cent. had attained the two highest standards (either of which indicates ability to read any ordinary book very fairly indeed), while 38 per cent. were below the lowest standard (that is, were unable to read the easiest book with any degree of facility).

Dictation.

6. In dictation nearly 25 per cent. had attained the two highest standards (which corresponding with those in reading, indicate at least

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ability to write down orders with very fair accuracy), and about 34½ per cent. were below the lowest standard,—a large proportion of these had not attempted to write from dictation.

Arithmetic.

7. In arithmetic the two highest standards (the lowest point of which is the rule of three) embrace only about 12 per cent., while 38½ per cent. are below the lowest, that is, unable to do easy sums in the simple rules. Arithmetic is, I consider, as a rule throughout the schools less successfully studied than the other branches, and, as I believe, mainly for this reason, that whereas a man must progress in reading and writing by his own individual effort without much extraneous aid, there are many ways in which he receives assistance when working arithmetic in class, such as glancing at his neighbour's slate, looking at the rule or answer for a clue, which enable him apparently to progress to his own and his teacher's satisfaction, but which fail him at an examination where he is thrown entirely on his own resources. The want of text-books in arithmetic has doubtless been a great drawback, necessitating the almost exclusive adoption of collective instruction from the black-board, which does not tend to render the scholars independent in their work.

The results in this branch, as recorded by me, are I apprehend, somewhat (though not designedly so) to the disadvantage of the schools, as in a great many cases men had studied higher rules than are comprised in the standards awarded by me, and may have possessed a fair knowledge of them, though failing to work satisfactorily the particular sums given at my inspection. In most cases my results (in arithmetic only) were lower than those given at the preliminary examination by the schoolmaster, who had better opportunity of knowing the scholars' actual attainments.

Standard "above A."

8. I made no attempt to assign the standard "above A." in either reading or dictation, as there are no books in use in the schools of sufficient difficulty, in my judgment, to merit this distinction; and in arithmetic the number of men I found with knowledge above the high requirements of standard A. was very small indeed.

Writing.

9. In the report on each school I have usually recorded the number of good writers, and I think it is a pity that writing is not included in the tabular statement of attainments, for though forming one of the most important acquisitions for a soldier, it is, according to my experience, one of the last attended to. I could adduce an instance of an advanced class working algebra, mensuration, and trigonometry, in which there was hardly a scholar who could earn his livelihood by writing in the humblest mercantile office.

Special classes.

Special classes have been in many cases introduced since the issue of his Excellency's circular of last year. I found them existing in 14 schools aggregating 300 scholars. The want of previous written examinations prevented my recording minutely the progress in these, but when fairly carried out I had no doubt of their success. In a few instances, however, I found a total want of appreciation of the real nature of a special class, the essential characteristics; viz., selection of the men, exemption from the less urgent military duties, and increased periods of instruction, not having been attended to. In such cases I pointed out what appeared to me the intention of the orders on these points.

Hindustani classes.

10. I have not found much increase in the numbers of men studying Hindustani, but there is certainly greater effort made on the part of the scholars to attain a practical result to their studies, since the revision of the standards for examination in the native languages. Out of 93 Hindustani scholars, I found 40 with a very fair knowledge of Oordoo and Hindee; and eight men were brought to my notice as having

passed the first standard; of these three were from the 2d Battalion, Rifle Brigade.

Certificates of education.

11. I was able to do little in the way of examining or recommending for certificates of education, the attention of the scholars not having for the most part been drawn to the desirableness of obtaining them, or to the special branches of study required for their acquisition. The numbers recommended were as below :—

For 1st class 13. 2nd class 26. 3rd class 102.

Children.

12. Children. Of 436 grown children examined I found —

In reading, 22½ per cent. in the two first standards, and
22¼ per cent. below the lowest.
In dictation, 13 per cent. in the two upper,
49¾ „ below the lowest.
In arithmetic, 7¼ „ in the two upper,
56 „ below the lowest.

The upper classes usually receive instruction in scripture history, geography, English history, and grammar, the results having been most satisfactory in the two first-named subjects.

Advanced boys.

13. I have particularly mentioned five boys as well advanced in all branches, and deserving of special commendation; viz.

Boy Butcher, 19th Hussars.
„ Patterson, 51st Regiment.
„ Sweeny, 79th „
„ Brand, 93d „
„ Archer, 104th „

Girls and industrial department.

14. The general results in regard to the attainments of the grown children are greatly lowered, particularly in arithmetic, by the backwardness of the girls. The opinion expressed in my last report of the disadvantages of entrusting the instruction of the grown girls as well as of the infants to the schoolmistress, is entirely unaltered. I cannot say that I have a high opinion of the teaching powers of the regimental schoolmistresses as a body, though in the charge of the infants, and particularly in the conduct of the industrial department, they are doing good and valuable service. Of 239 girls whose needlework I saw, I found 61 able to make dresses of various kinds, and 69 able to make under clothing and the easier parts of dresses.

Conduct of schoolmasters.

15. I am happy to be able to report very favourably of the general good conduct and zeal of the schoolmasters: in one instance only (that of the schoolmaster, 7th Hussars, regarding whom a reference has been before his Excellency in a separate form) I found some dissatisfaction expressed.

Want of school-materials.

16. I have been obliged to report in nearly every instance a great want of necessary materials for instruction (not including stationery proper), in some cases to the extent of rendering the schools in a great degree inefficient. The causes of this want were explained in my last report. As a good supply is now in course of distribution, and there is a fair reserve to meet emergencies, I trust this is the last time I shall have to report to this effect.

Furniture for infant schools.

17. The provision of suitable furniture for infant schools is a thing to be desired, but this want has not as yet been brought specially to the notice of the authorities in this country.

Regimental libraries.

18. The few particulars given of the regimental libraries will afford the Council some idea of these institutions in India: being in a great degree private, and under regimental management, I did not think it necessary to ask commanding officers for suggestions.

Assistant

19. Though not strictly in connection with the subject of this report, I would allude to the appointment in the room of Mr. Stapley, as Assistant Superintendent of Army Schools, of 2d class schoolmaster S. Pu[redacted]

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lately attached to 2d Battalion, Rifle Brigade, of whom, as in charge of his school, I have more than once reported most favourably; and whose presence in my office will enable me to leave on my approaching tour, with much more satisfaction than I could otherwise have done.

Mr. Purdon has already proved himself of the greatest assistance to me.

I have, &c.
F. W. Dunn, Captain,
Superintendent of Army Schools.

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Appendix II.—No. 15.

No. 602.

The Adjutant General, Army Head Quarters, Simla.

Sir, Kussowlie, 16th August 1867.

I have the honour to submit, for transmission to the Council of Military Education, reports on 30 schools visited by me during my late tour of inspection, extending from 21st January to 30th June. I have also forwarded duplicates of these reports for the information of his Excellency the Commander-in-Chief; but as I have not kept in addition copies in my office, I would request the favour of the return of the duplicates when no longer required. Abstracts (or, essentially, copies) have also been sent to commanding officers.

2. I regret that I have failed to fulfil the promise made in submitting my last report, of despatching each report immediately after the inspection of the school, and can only say in explanation, that I underestimated the labour which such a course would involve, and that I must freely acknowledge the work of inspection under the present system too heavy for me. I earnestly hope that the arrangements under consideration for the more effective supervision of schools in this Presidency may not be much longer delayed.

3. I beg now to submit a few general remarks on the schools inspected by me. The regiments in the Lower Provinces are much more sparsely scattered, and more broken up into wings and detachments than in the Upper Provinces and Punjab, so that although I secured as large attendances as possible, and examined about 60 per cent. of the total numbers on the school rolls, the number of adults examined during the late tour is considerably less than in the previous one.

Attendance.

4. In regard to attendance, it will be observed from the accompanying return A., that a large proportion of the adult scholars are attending by order; viz. 53 per cent of the whole (47 per cent. being non-commissioned officers, including lance corporals), and if four regiments in which the attendance is wholly voluntary are excluded, 61 per cent. of the whole are attending by order. The daily attendance of this description of scholars is of course as frequent as duty will admit, as is also that of the voluntary scholars in the majority of regiments, so that the number of scholars whose daily attendance depends upon their own will is comparatively small. In a few schools, as those of 105th and 107th regiments, in which the barracks are widely separated, of the [redacted] of the 58th regiment, in which the duties of a whole station are [redacted] by the wing, of the 5th lancers and 101st regiment, in which the

scholars are allowed to attend only on what days they please, the daily average of attendance is low, varying from 18 to little over 30 per cent.; but in the majority of the schools the daily attendance is better, and in some very fair, ranging from 40 to as high as 70 per cent. The attendance is on the whole, I apprehend, somewhat more regular in this country than in England. That in the schools of the Royal Artillery is rather higher than in the Cavalry and Infantry, and in general the attendance of the privates is more regular than that of the non-commissioned officers.

Adults' attainments. Reading.

5. The total number of adults examined by me was 1,550.

In reading about 57 per cent. had attained to the standard A. or B. (either of which indicates ability to read any ordinary book freely); and 10 per cent. were below the lowest standard (that is, unable to read the easiest book with any degree of facility). It will be observed that I have recorded hardly any as able to read *above* standard A. The book laid down for standard A. contains as difficult passages as any ordinarily met with, and as only those scholars who can read this book quite freely are classed in standard A., it is difficult to see how an inspector in hearing a class read once round is to decide that certain men are deserving of a higher standard. In the few cases in which the standard above A. has been recorded, the excellence of the men's reading has been in some way brought specially to my notice.

Dictation.

In dictation about 39 per cent. had attained one of the two highest standards (indicating at least ability to take down regimental orders with very fair accuracy), and about 24 per cent. were below the lowest standard, of whom a considerable proportion had not attempted to write from dictation.

Arithmetic.

In arithmetic the two highest standards (the lowest point of which is the Rule of Three) embrace about 20 per cent. of the whole number examined, 40 per cent. being in various stages of the compound rules, and 27 per cent. below the lowest standard, that is, unable to work the simple rules. I have found some difficulty in awarding the standards in this branch, owing to the number of instances in which the scholars have failed to work correctly the sums given at my examination, while evidently possessing some knowledge of the rules, but wanting in accuracy and independence in working. In such cases I have allowed my judgment to be in a measure guided by the work done at the schoolmaster's examination. The scholars undoubtedly work at some disadvantage in an inspector's examination, in which they are usually crowded, and of necessity restricted as to time. Nevertheless I cannot help coming to the conclusion, from inspection of the work done at the schoolmaster's examinations, that too much latitude is very often allowed by the schoolmaster. The sums are worked over and over again on slates, and errors pointed out (though I do not believe that direct assistance is given), and when at last the correct answer is obtained, the sum is entered in the book as though correctly done in the first instance. I believe it would very much conduce to correctness and independence of work amongst the scholars if the use of the slate were prohibited at examinations. The books would doubtless look less neat than they now do, as sums incorrectly worked would be crossed out and re-worked, but they would afford a much more correct estimate than they now do of the real capabilities of each scholar. A part of the ordinary instruction in school should I think be the practice of working, in books set apart for that purpose, without the aid of slates, exercises in rules that have been studied.

Geography and history.

I found geography taught as a separate subject in 14 of the schools I inspected. English history in 9, and grammar in 6, but I cannot say with any great result in any. The instruction given is doubtless in many

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cases suitable and systematic, but that *received* by each individual is very desultory, and the knowledge acquired is seldom sufficient to enable the scholars to give at all full or connected answers to questions on these subjects. I have not as yet seen the plan tried of the formation of select voluntary classes for the study of these subjects, by which I cannot but think more appreciable results might be attained. The arrangement I propose, is that the schoolmaster, or any of his qualified assistants, should give, say two lessons a week on geography or history, at some time when he could place his ordinary class in charge of another teacher, and that the scholars volunteering for the study of this special subject should leave their regular classes for the time to attend to this lesson, the other men going on with their ordinary work.

Hindustani classes.

6. Thirteen of the schools had Hindustani classes at work, aggregating 125 scholars, of whom nine had already passed the examination in the first standard, and were advancing towards the higher standard; 12 were nearly fit for examination in the first standard; 36 had made some progress in reading and translation; and the remaining 68 were beginners. Throughout the army in this Presidency, during the year ending 31st May 1867, there have been 38 Hindustani classes at work, with an average number on the roll of 6·6 scholars, and an average daily attendance of 3·3 scholars. As a rule I do not think the Moonshees in charge of these classes are sufficiently well acquainted with English to explain the construction of the Hindostanee language to the pupils.

Regimental accounts.

7. Regimental and savings bank accounts are generally taught in the schools of British regiments, but much attention has not as yet been given to these branches in the schools of the artillery, in fact few of the acting schoolmasters of batteries are competent to teach them. A text-book on regimental accounts, with forms, rates of pay, and interest and examples to be worked, appears to me a great desideratum.

Schoolmasters' examination.

8. As regards the results of examinations conducted by the schoolmasters, I think they may generally be accepted as showing fairly the status of the schools. In order to show the comparative judgments formed by the schoolmasters and myself, I have prepared a return lettered C., of results in respect to those adult scholars actually examined by both. From this it appears that for every hundred recorded by the schoolmaster under each standard, I have recorded as follows:—

	Reading.	Dictation.	Arithmetic
Standard A. (including above A.) -	104	90	49
„ „ B. -	104	102	92
„ „ C. -	96	95	87
„ „ D. -	76	100	127
„ „ E. -	—	—	105
Below D. or E. - - -	115	115	138

The material difference that exists in the higher standards of arithmetic, I attribute to the circumstance, that whereas the schoolmasters have included all men under the various standards who are working the rules for such standards, and have some general idea of the rules, I have only included those men who are thoroughly acquainted with, and able to work independently, at least one of the rules of the standard. The distinction between standards C. and D. appears hardly sufficiently marked. I have frequently seen very easy sums in the compound rules with money, and a single very easy reduction sum in weight or measure given as the test for standard C., the latter sum alone (the additional information to work which could be acquired in an hour) being considered sufficient to raise the standard from D. to C. I have always considered standard C. to imply a good knowledge of the compound rules in money, weight, or measure, and consequently have assigned standard

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Candidates for certificates.

D. to many men who had been recorded in standard C. by the schoolmasters.

9. No large number of candidates for certificates came forward for examination. I observe that certificates of the 3d class are not so much sought after as might be expected from the comparative ease with which they may be obtained; and the number of men who have studied with the special view of obtaining the higher certificates is small. The extra subjects required for the 1st class certificates are a great obstacle in the way of candidates coming forward, and I cannot but think it would be an improvement if the essentials for this class were limited to thoroughly good reading and writing, correct spelling, and a good knowledge of the higher rules of arithmetic with application to regimental accounts; any additional subjects in which the candidates might pass being recorded on the back of the certificate. For at present there is no means of certifying that a soldier is a thoroughly good arithmetician and clerk, unless he has given his attention to special subjects, as geography, history, algebra, or mensuration, which comparatively few care to do. The number of candidates examined and passed by me was as follows:—

	1st Class.	2d Class.	3d Class.	Total.
Examined for - -	31	89	127	247
Passed for - -	12	53	88	153
Percentage passed -	38	59	63	62

Total rejected - - 94

I have not attempted to recommend for certificates any men who did not specially present themselves for examination; the inspection of a crowded school not affording opportunity for the strict examination prescribed in view to awarding certificates.

In one regiment I heard that the candidates were generally dissatisfied with the character of the questions set, and thought they had not a fair chance. I must say I have always endeavoured to make the questions testing ones, and that I have expected them to be worked independently and correctly; but I have never willingly set a "catch" question. I forward a set of questions of the character of those set by me, and should be very glad to be informed if they are such as would be approved by the Council.

Of the schools not inspected, four only have brought forward candidates for certificates since the promulgation in January last of the order for the questions to be set in this office; and I am not in possession of returns of certificates granted by boards of officers previously. The numbers examined and passed are as below given:—

School of	Candidates for			Total Candidates.	Passed for			Total passed.
	1st.	2nd.	3rd.		1st.	2nd.	3d.	
7th Hussars -	13	7	2	22	9	5	1	15
1/11th Regt. -	3	12	12	27	2	9	10	21
1/23rd " -	4	13	4	21	2	3	—	5
Roy. Artillery, Umballa -	—	9	1	10	—	4	1	5
	20	41	19	80	13	21	12	46

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Half-yearly examinations.

10. I regret to say that in several instances the half-yearly examinations have not been regularly held, in some cases through the neglect or ignorance of schoolmasters or acting schoolmasters. My special attention will be given in future to this point. For the above reason I have been unable to record progress in all cases.

I think yearly examinations would be preferable to half-yearly, in this country, where the instruction is so liable to be broken in upon by long marches, formation of cholera camps, &c., and where the hot season is so unfavourable to the attendance of the children, and the cold (drill) season to that of the adults. If the period immediately preceding the Christmas vacation were fixed upon for the examination (or in event of a regiment marching, the latest opportunity antecedent to the march), the inspecting officer, presuming the proposed increase to the inspecting staff be carried into effect, would generally be able to arrange to visit each school within two or two and a half months before or after Christmas, and thus the schoolmaster's preliminary examination would be nearly always coincidental with the yearly examination,* and the one would suffice for the whole year.

Special classes.

Special classes existed in 11 of the schools inspected by me, having an average number of 27 on the roll, with an average daily attendance of 16 scholars. The largest is that of the 1st battalion, 11th regiment, numbering 77, with an average daily attendance of 54 scholars. This class I was unfortunately not able to inspect, the school being broken up on account of cholera, but as it has been already specially noticed by the Council of Military Education, the omission is of less consequence. The 2/12th, 36th, 37th, 91st, and latterly the 101st regiment have also considerable and successful special classes, but that of 36th regiment is mainly used for the purpose of qualifying lance corporals for their duties. Amongst the schools not inspected 12 special classes exist, with an average number on their rolls of 22½, and daily attendance of 14½. There is, I believe, a growing feeling in favour of these classes amongst commanding officers.

Children's schools.

11. Regarding the children's schools I have little to remark. The attendance at them is generally very good, but the attainments of the children are much diminished, and their progress retarded, by the climate, which admits of comparatively little instruction during the summer months.

Of 366 children examined (77 per cent. of the whole number on the roll), I found in,

Reading	26 per cent.	in the standards A. and B.
	17 „	below lowest standard.
Dictation	15 „	in two upper standards.
	42 „	below lowest standards.
Arithmetic	7·6 per cent.	in the two upper standards.
	18·8 „	in standards C. and D. (compound rules).
	56 „	below the lowest standard.

In only three schools that I visited is the arrangement carried out of having the grown girls as well as infants taught by the schoolmistress; in one of these there is no schoolmaster for the children; and in one I was obliged to recommend that the girls should be removed to the schoolmaster's school. The girls are generally equal to the boys in reading and spelling, but much behind them in arithmetic.

Infant schools.

I am not altogether satisfied with the state of the infant schools. Little is taught in them beyond reading and writing, with a little practice in counting and learning tables. Some lessons on objects,

* *Vide* paragraph 5, App. VI. No. 1. to 2d Report of Council of Military Education, page 66.

natural history and scripture are occasionally given, but I cannot say the results are very appreciable. I consider the rooms allotted for the infant schools are little suited for the purpose, that in the Fort at Calcutta being the only one fitted with a gallery, the others being for the most part either a portion of the general school, without special arrangements, or small side rooms without fittings of any kind. It seems very desirable that in the barr[redacted] of each regiment an apartment of sufficient size should be perma[redacted] set aside for the infant and industrial school, and fitted with a g[redacted]

In some infant schools I have foun[redacted] infants writing or attempting to write in copy-books, and have dr[redacted] the attention of the school-mistresses to the instructions of the Council* on this point. I have not, however, supposed the prohibition to extend to the formation of letters on slates, which seems a very useful aid to the instruction in reading; and as the infant schools are conducted in this Presidency could not be discontinued without much time being left unemployed by the infants. I generally find the infants to take great delight in writing on slates, and in one or two schools have seen infants of under seven years able to write on slates almost any easy sentence they can read, an acquisition which gives them great advantage on entering the master's school. As these have never attempted to handle a pen, they cannot I apprehend have acquired any bad habits to hinder the instruction in the use of that implement.

Industrial schools.

13. The industrial schools are generally well conducted and successful. I think it would be a great improvement on the present plan of granting a money allowance for each child attending the industrial schools, if a depôt were formed in Calcutta (say in connection with the depôt for books in the Military Store Keeper's office) for materials used in these schools, and regiments were allowed to indent on such depôt for materials according to an authorized scale. At present materials are purchased in up-country stations at great disadvantage, and there is not the check which is desirable upon the outlay, or expenditure of the materials. This suggestion is based upon a similar one made by J. P. Sargeaunt, Esq., assistant inspector for North Britain, but the subject has long occupied my thoughts. Some years ago I tried the plan of entering into a contract with Calcutta tradesmen to supply the articles required for industrial schools at fixed rates, and found commanding officers very ready to avail themselves of the arrangement; but the plan failed because the European tradesmen charged too high for the articles, and the native tradesmen failed to adhere to their contracts. If the materials were purchased in England at wholesale prices, and kept in store at Calcutta, I feel sure that the arrangement would be a very advantageous one.

Pupil teachers.

14. I would beg to draw special attention to the fact, that the system of having pupil teachers to assist in the infant and industrial schools on a graduated rate of salary according to length of service, has *not* yet been introduced into this country. Monitresses only are allowed on the uniform low rate of pay of Rs. 5½ per month, which offers no inducement to these persons to improve themselves, or stay in the school after they are qualified for their duties. In one large infant school I found three monitresses, all recently appointed, very partially qualified, and apparently without much interest in their work. If only on this ground, it is most desirable that the British army school regulations should speedily be made applicable to India.

School assistants.

15. I also beg to draw attention to the recommendation of Colonel Hood, commanding 58th Regiment (contained in the report on the

* *Vide* 4th Report of Council of Military Education, page xxix.

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school of that corps) in regard to soldier assistants being allowed supernumerary rank, with pay, according to the length and efficiency of their service in the school, an arrangement which would assuredly secure an efficient class of soldier assistants.

Conduct—schoolmasters and schoolmistresses.

16. I have had no complaints during my tour regarding the conduct or efficiency of the schoolmasters and schoolmistresses. The majority indeed seem to give the utmos[redacted] the discl[redacted] of their duties.

Lectures.

17. I can only report two le[redacted]isfaction in [redacted] charge of the[redacted] past year; these [redacted] Schoolma[redacted] as having been given during the [redacted] Mills, 55th regiment, the opportunity for delivering which is due to t[redacted]berality of Colonel Hume commanding that corps. No reports regarding the circulation of magic lanterns through the stations of this Presidency come to my office, and I am therefore unable to afford further information.

Reading and recreation rooms.

18. The reading and recreation rooms are so entirely under regimental management that I have not thought it necessary to report regarding each separately; but I have embraced in a return for the information of the Council the leading particulars regarding them. In two stations, Calcutta and Dum Dum, are most admirable soldiers' institutes, supported partly by subscriptions from members and partly by public contributions, and affording the soldiers subscribing to them ample material for rational enjoyment and improvement.

Assistant Superintendent of Army Schools.

19. The routine duties of my office were conducted during my absence in a very careful and efficient manner by Mr. S. Purdon, (temporary) Assistant Superintendent of Army Schools, whom I would beg specially to recommend to the favourable consideration of his Excellency the Commander-in-Chief and the Council of Military Education in any future arrangements that may be made for the conduct of the army schools in this Presidency.

School materials.

20. I am glad to say that I am no longer compelled to report the great want of school materials, which I have for some years had to remark upon. The schools are now very fairly supplied with the necessary materials. There are still a few deficiencies, chiefly in the infant schools, but on receipt of the reserve stock applied for in January last, I shall be able to supply all pressing wants.

I have, &c.

(Signed) F. W. Dunn, Captain,
Superintendent of Army Schools, Bengal,
Assistant Inspector.

APPENDIX III.

TABLE marking Degrees of Progress as shown by Examination Books in Adult Schools, from Superintending Schoolmasters' and Assistant Inspectors' Reports, 1867.

Regiments.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
1st Life Guards	23	2	16	5	—	23	2	17	4	—	24	7	11	6	—
2nd „	25	3	13	9	—	23	5	10	8	—	25	7	14	4	—
Royal Horse Guards	19	2	9	8	—	14	2	4	8	—	12	1	2	9	—
1st Dragoon Guards	85	—	39	46	—	85	2	72	11	—	85	2	54	26	3
4th „	13	2	8	2	1	13	2	8	2	1	13	2	8	2	1
6th „	37	12	20	5	—	37	11	25	1	—	37	3	32	2	—
7th „	17	—	12	5	—	17	2	12	3	—	17	—	9	8	—
1st Dragoons	48	—	48	—	—	48	—	48	—	—	48	—	47	1	—
2nd „	48	3	28	17	—	48	3	43	2	—	48	2	30	16	—
3rd Hussars	70	—	45	25	—	70	—	55	15	—	70	—	42	28	—
5th Lancers	72	1	50	21	—	72	3	46	22	1	72	3	43	24	2
6th Dragoons	30	3	16	11	—	30	4	11	12	3	30	2	12	15	1
8th Hussars	23	—	17	6	—	23	—	17	6	—	23	—	18	5	—
9th Lancers	59	—	46	13	—	59	—	53	6	—	59	—	56	3	—
10th Hussars	92	—	19	64	9	92	2	38	48	4	92	—	16	61	15
12th Lancers	60	7	53	—	—	67	3	63	1	—	67	9	57	1	—
13th Hussars	60	6	30	24	—	60	10	32	18	—	60	8	29	23	—
14th „	42	6	16	17	3	42	5	30	6	1	42	14	19	8	1
15th „	15	2	8	5	—	16	2	8	6	—	16	—	8	8	—
17th Lancers	15	—	7	8	—	16	—	11	5	—	17	1	11	5	—
Military Train—															
Aldershot	35	—	27	8	—	35	—	33	2	—	35	1	27	6	1
Woolwich	95	—	26	63	6	96	—	49	47	—	93	—	34	53	6
Grenadier Guards—															
1st Battalion	97	4	48	45	—	97	8	56	33	—	99	3	42	53	1
2nd „	58	—	20	35	3	55	1	22	28	4	60	2	35	22	1
3rd „	58	1	29	28	—	58	4	32	17	—	57	3	29	25	—
Coldstream Guards—															
1st Battalion	50	1	14	33	2	50	1	27	18	4	50	—	15	34	1
2nd „	198	2	101	95	—	203	10	143	139	1	235	25	102	107	1
Scots Fusilier Guards															
1st Battalion	41	1	27	13	—	39	4	24	11	—	48	6	22	20	—
2nd „	74	9	26	37	2	69	13	28	27	1	74	4	29	35	6
2nd Foot, 2nd Batt.	8	1	5	1	1	8	1	6	—	1	8	1	5	1	1
5th „ 2nd „	67	—	37	30	—	67	1	54	12	—	67	2	35	29	1
6th „ 1st „	17	—	12	5	—	17	—	15	2	—	17	—	13	4	—
7th „ 2nd „	113	12	58	43	—	113	15	63	35	—	113	17	71	25	—
8th „ 1st „	130	—	19	111	—	130	6	70	52	2	130	4	31	94	1
„ „ 2nd „	29	—	12	16	1	29	—	14	14	1	29	4	19	6	—
12th „ 1st „	4	—	—	4	—	6	—	4	2	—	6	1	4	1	—
„ „ 2nd „	90	1	64	25	—	90	6	65	16	3	90	9	60	21	—
13th „ 1st „	60	2	30	25	3	60	6	27	27	—	60	5	31	23	1
„ „ 2nd „	71	—	5	65	1	71	—	8	63	—	71	6	61	4	—
15th „ 2nd „	64	10	38	16	—	64	—	64	—	—	64	5	40	19	—
16th „ 1st „	241	31	82	124	4	241	28	123	88	2	241	34	93	112	2
17th „ 1st „	49	—	31	18	—	49	—	37	11	1	49	—	40	7	2
„ „ 2nd „	211	16	61	128	6	211	18	56	133	4	211	20	87	104	—
18th „ 1st „	58	—	40	18	—	58	1	46	11	—	58	8	37	13	—
20th „ 1st „	15	—	7	7	1	15	—	5	10	—	15	—	4	10	1
21st „ 1st „	33	1	22	8	2	33	2	25	6	—	33	—	22	11	—
22nd „ 2nd „	40	1	21	18	—	40	2	33	5	—	40	7	28	5	—

App. III.

Regiments.	Dictation.					Writing.					Arithmetic.				
	Books					Books					Books				
	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Ba
23rd Foot, 2nd Batt.	132	25	29	78	—	132	22	33	77	—	132	26	25	81	
24th „ 1st „	58	3	42	13	—	58	4	42	12	—	58	1	48	9	
25th „ 1st „	72	1	26	41	4	77	2	36	30	—	78	1	26	36	
27th Foot	27	1	24	2	—	27	—	13	13	1	27	2	17	8	
28th „	111	6	39	57	9	111	3	62	45	1	111	6	39	31	
29th „	72	—	30	42	—	72	—	29	43	—	72	2	36	34	
30th „	101	13	46	42	—	101	16	49	36	—	101	19	52	30	
31st „	11	—	10	1	—	32	—	20	12	—	32	2	18	12	
32nd „	96	22	69	5	—	96	20	70	6	—	96	19	67	10	
36th „	49	—	41	8	—	49	—	36	12	1	49	1	30	15	
37th „	18	3	10	5	—	18	4	12	2	—	18	6	11	1	
39th „	54	7	40	7	—	63	7	51	5	—	61	6	46	9	
40th „	57	1	26	30	—	57	1	19	37	—	57	1	42	14	
48rd „	33	—	21	12	—	33	—	29	4	—	33	—	29	4	
44th „	123	—	33	86	4	123	1	33	87	2	123	6	65	51	
46th „	53	6	42	4	1	53	5	37	10	1	53	7	30	14	
48th „	127	15	92	20	—	149	27	101	21	—	149	20	95	24	
51st „	107	—	41	66	—	107	—	51	53	3	107	3	51	53	
52nd „	58	—	19	39	—	58	—	45	13	—	58	—	54	4	
53rd „	130	8	72	50	—	130	10	84	35	1	130	19	75	32	
54th „	127	3	64	60	—	127	1	87	39	—	127	9	64	54	
55th „	53	—	47	6	—	55	1	41	13	—	52	2	43	6	
59th „	91	3	50	32	6	178	8	123	46	1	92	6	42	31	
60th Rifles, 4th Batt.	64	5	37	22	—	64	8	44	12	—	64	13	44	7	
62nd Foot	33	—	28	5	—	33	—	28	5	—	33	1	23	8	
63rd „	63	2	30	31	—	67	3	48	16	—	67	3	36	28	
64th „	72	7	38	27	—	94	3	69	22	—	94	1	66	26	
65th „	22	1	12	9	—	22	—	17	5	—	22	—	16	6	
67th „	13	1	11	1	—	13	1	12	—	—	13	1	7	5	
68th „	5	—	4	1	—	5	—	5	—	—	5	—	3	2	
69th „	22	—	15	7	—	22	1	19	2	—	22	—	18	4	
70th „	36	—	23	13	—	36	—	22	14	—	36	—	29	6	
71st „	14	—	5	9	—	14	—	8	6	—	14	—	9	5	
74th „	18	—	9	9	—	18	1	13	4	—	18	—	11	6	
75th „	50	—	12	36	2	50	—	16	34	—	50	—	12	30	
78th „	378	11	157	210	—	378	20	270	88	—	378	42	208	117	
80th „	152	—	10	142	—	152	—	5	147	—	152	—	14	138	
81st „	4	—	4	—	—	4	—	4	—	—	4	—	3	—	
83rd „	62	2	32	20	8	62	2	32	20	8	62	1	32	21	
84th „	100	—	9	88	3	100	1	17	82	—	100	—	9	88	
85th „	89	1	6	72	10	89	—	30	56	3	89	—	9	73	
86th „	125	16	34	71	4	125	22	30	70	3	125	24	30	63	
87th „	132	20	37	75	—	132	22	40	70	—	132	10	29	93	
89th „	68	1	52	15	—	68	—	58	10	—	68	—	57	11	
91st „	47	—	30	17	—	47	—	32	15	—	47	2	34	10	
92nd „	128	87	52	36	3	128	27	87	14	—	128	54	37	32	
97th „	138	3	34	101	—	138	7	49	82	—	138	4	40	94	
98th „	64	3	29	32	—	64	11	45	8	—	64	4	47	13	
100th „	83	16	3	64	—	83	14	5	64	—	83	16	3	64	
101st „	45	—	37	8	—	45	1	32	12	—	45	5	33	7	
104th „	51	—	29	22	—	51	1	33	16	1	51	3	39	9	
105th „	51	3	43	5	—	51	2	46	3	—	49	5	41	3	
107th „	25	—	15	10	—	30	1	23	6	—	24	1	17	4	3
Rifle Brigade—															
1st Battalion	141	21	50	69	1	141	11	72	57	1	141	18	57	66	
2nd „	73	3	53	15	2	73	—	31	34	8	73	5	55	13	
4th „	122	25	34	63	—	122	28	34	65	—	122	25	25	72	
Royal Canadian Rifles—															
Kingston	89	8	53	28	—	89	3	49	37	—	89	5	46	38	
St. Johns	7	—	7	—	—	7	—	7	—	—	7	—	7	—	
Cavalry Depôt	70	2	18	44	5	67	3	32	32	—	69	2	37	30	
1st Depôt Battalion	138	7	68	43	—	136	9	87	40	—	139	20	87	32	
2nd „	98	—	44	54	—	118	1	57	60	—	124	13	72	39	
3rd „	110	—	18	90	2	115	1	40	73	1	115	2	53	58	2
4th „	58	8	27	23	—	59	3	34	16	1	60	6	34	20	
5th „	118	9	41	68	—	118	9	61	48	—	118	15	49	54	

APP. III.

Regiments.	Dictation.					Writing.					Arithmetic.				
	Books					Books					Books				
	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.
6th Depôt Battalion	42	1	12	28	1	49	2	27	18	2	50	3	23	23	1
7th „	163	12	52	96	3	163	7	62	93	1	163	7	51	103	2
8th „	60	—	26	33	1	60	2	23	34	1	60	1	23	36	—
9th „	60	—	6	54	—	60	—	5	55	—	60	—	5	52	3
10th „	44	—	24	20	—	44	1	32	11	—	44	8	27	9	—
11th „	332	8	109	215	—	332	11	179	141	1	332	12	121	196	3
12th „	314	2	87	224	1	314	—	75	238	1	314	20	171	118	5
13th „	248	8	39	201	—	248	9	31	208	—	248	9	32	205	2
14th „	159	6	21	132	—	115	6	19	85	1	71	5	14	51	1
15th „	170	27	96	46	1	170	24	122	24	—	170	36	69	64	1
Commissariat Staff Corps—															
Aldershot	32	—	18	13	1	32	—	24	8	—	32	—	24	8	—
Netley	22	2	8	12	—	22	3	12	7	—	22	8	7	7	—
Convalescent Depôt—															
Kussowlie	15	1	7	7	—	15	1	11	3	—	15	2	8	5	—
Royal Horse Artillery—															
Benares	17	—	9	8	—	19	—	11	8	—	19	—	10	9	—
Maidstone	49	1	24	24	—	76	1	32	43	—	50	—	40	3	7
Woolwich	64	4	35	25	2	64	—	50	14	—	64	5	43	15	1
Royal Artillery—															
1st Brigade	32	—	30	2	—	32	—	29	3	—	32	—	31	1	—
4th „ —															
London, C.W.	19	1	8	10	—	19	—	12	7	—	19	—	15	4	—
Toronto	42	15	24	3	—	42	13	25	4	—	42	17	23	2	—
5th Brigade	64	6	21	33	4	68	6	52	10	—	66	9	30	31	—
6th „	64	9	27	28	—	64	12	31	21	—	64	9	30	25	—
7th „	89	7	58	24	—	122	10	75	37	—	122	10	81	30	1
9th „	65	—	32	33	—	65	—	47	18	—	65	6	45	14	—
10th „ —															
Kingston	44	7	23	14	—	44	6	23	15	—	44	6	22	16	—
Montreal	46	6	9	31	—	46	8	10	28	—	46	10	8	28	—
Quebec	137	5	33	99	—	137	5	47	85	—	137	5	29	103	—
St. Helen's Island	29	—	2	27	—	29	—	7	22	—	29	—	9	20	—
11th Brigade	39	—	13	24	2	41	1	20	20	—	41	2	27	11	1
12th „	148	25	32	101	—	148	17	43	88	—	148	19	22	107	—
13th „	83	3	48	32	—	83	1	56	26	—	83	8	51	23	1
15th „	40	2	31	7	—	40	—	35	5	—	40	—	32	8	—
16th „ —															
Head Quarters	10	—	3	7	—	10	—	4	6	—	10	—	3	7	—
F. Battery	16	1	8	7	—	16	1	8	7	—	16	—	7	9	—
Depôt Brigade—															
1st Division	21	1	8	12	—	16	4	7	5	—	24	3	13	8	—
2nd „	51	10	31	5	5	51	—	41	8	2	51	14	27	7	3
3rd „	17	—	4	13	—	17	—	9	8	—	23	—	13	10	—
Royal Artillery—															
Aldershot	113	3	77	33	—	113	—	96	17	—	113	5	99	9	—
Dublin	20	1	16	3	—	24	1	19	3	1	24	2	19	3	—
Hilsea	41	7	18	6	—	47	6	31	10	—	47	13	20	13	1
Leith Fort	28	7	16	5	—	28	—	13	15	—	28	—	7	18	3
Maker Heights	9	—	3	6	—	9	1	8	—	—	9	—	5	4	—
Royal Engineers—															
Aldershot	9	—	6	2	1	9	—	9	—	—	9	1		1	—
Chatham	8	1	6	1	—	8	2	5	1	—	8	2	4	2	—
Gibraltar	19	—	6	9	4	19	—	6	13	—	19	—	7	9	3

APP. IV.
No. 1.

APPENDIX IV.—No. 1.

CERTIFICATES in possession of the several CORPS, 31st March 1868.

Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
1st Life Guards -	London - - -	—	33	19	52
2nd „ -	Windsor - - -	1	7	28	36
1st Dragoon Guards -	Aldershot - -	—	1	—	1
3rd „ -	India - - -	—	4	4	8
4th „ -	Aldershot - -	—	23	22	45
5th „ -	Colchester - -	2	2	14	18
6th „ -	Dublin - - -	59	115	77	251
7th „ -	Shorncliffe - -	—	5	16	21
1st Dragoons - -	Longford - -	—	11	35	46
3rd Hussars - -	Hounslow - -	3	11	22	36
5th Lancers - -	India - - -	—	41	4	45
6th Dragoons - -	York - - -	1	—	—	1
7th Hussars - -	India - - -	7	3	—	10
8th „ - -	Manchester - -	—	—	6	6
10th „ - -	Newbridge - -	—	—	8	8
12th Lancers - -	Dublin - - -	3	16	21	40
13th Hussars - -	Canada - - -	—	3	16	19
15th „ - -	Norwich - - -	—	—	6	6
16th Lancers - -	India - - -	7	8	—	15
17th „ - -	Brighton - - -	—	—	3	3
Military Train - -	Aldershot - -	—	1	2	3
1st Batt. Gren. Guards	Windsor - - -	1	16	40	57
3rd „ „ -	London - - -	3	9	37	49
2nd „ Coldst. Grds.	Dublin - - -	—	—	4	4
1st „ S. F. Guards	London - - -	—	2	9	11
2nd Batt. 3rd Foot -	Dublin - - -	4	93	81	178
1st „ 4th „ -	Abyssinia - -	9	58	210	277
2nd „ 4th „ -	Nova Scotia - -	4	6	17	27
1st „ 5th „ -	India - - -	4	7	—	11
2nd „ 5th „ -	Dover - - -	24	10	83	117
1st „ 7th „ -	India - - -	1	1	23	25
2nd „ 7th „ -	Bury - - -	1	2	2	5
1st „ 8th „ -	Malta - - -	3	11	9	23
2nd „ 8th „ -	Malta - - -	7	60	119	186
1st „ 9th „ -	Cape - - -	6	4	1	11
1st „ 10th „ -	Cape - - -	1	15	9	25
2nd „ 11th „ -	Cape - - -	12	45	66	123

Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
1st Batt. 12th Foot -	Devonport - -	1	1	3	5
2nd „ 12th „ -	India - - -	4	16	26	46
1st „ 13th „ -	Gibraltar - - -	1	1	5	7
2nd „ 13th „ -	Portland - - -	3	13	50	66
1st „ 15th „ -	New Brunswick -	—	6	4	10
2nd „ 15th „ -	Gibraltar - - -	11	16	17	44
1st „ 16th „ -	Canada - - -	3	21	31	55
2nd „ 16th „ -	Barbadoes - -	8	27	39	74
1st „ 17th „ -	Kilkenny - - -	—	18	19	37
2nd „ 17th. „ -	Canada - - -	2	44	80	126
2nd „ 18th „ -	New Zealand - -	—	—	7	7
2nd „ 19th „ -	India - - -	1	5	8	14
1st „ 20th „ -	Devonport - -	—	—	13	13
2nd „ 20th „ -	Natal - - -	18	69	81	168
1st „ 21st „ -	Enniskillen - -	5	—	—	5
2nd „ 21st „ -	India - - -	4	91	116	211
1st „ 22nd „ -	New Brunswick -	—	39	65	104
2nd „ 22nd „ -	Newcastle-on-Tyne -	5	41	103	149
1st „ 23rd „ -	India - - -	3	6	7	16
2nd „ 23rd „ -	Newport - - -	2	1	21	24
1st „ 24th „ -	Malta - - -	—	40	99	139
2nd „ 24th „ -	Burmah - - -	3	12	36	51
1st „ 25th „ -	Glasgow - - -	3	2	5	10
26th Foot - -	India - - -	13	59	111	183
27th „ - -	Dover - - -	11	15	6	32
28th „ - -	Belfast - - -	1	—	1	2
29th „ - -	Canada - - -	1	1	5	7
30th „ - -	Canada - - -	4	6	7	17
31st „ - -	Malta - - -	1	5	1	7
32nd „ - -	Mauritius - -	5	13	—	18
33rd „ - -	India - - -	6	53	63	122
36th „ - -	India - - -	9	—	3	12
38th „ - -	India - - -	1	13	124	138
39th „ - -	Dublin - - -	12	5	26	43
40th „ - -	Aldershot - -	1	2	21	24
42nd „ - -	Stirling - - -	12	65	5	82
43rd „ - -	Aldershot - -	4	4	12	20
47th „ - -	Nova Scotia - -	13	23	41	77
48th „ - -	Fermoy - - -	10	44	46	100
49th „ - -	India - - -	3	14	6	23
51st „ - -	Aldershot - -	3	—	11	14
52nd „ - -	Limerick - -	—	—	8	8
53rd „ - -	Canada - - -	1	3	16	20
55th „ - -	India - - -	1	10	6	17
57th „ - -	Aldershot - -	1	2	—	3
58th „ - -	India - - -	5	6	7	18
59th „ - -	Ceylon - - -	6	16	29	51
1st Batt. 60th Rifles -	Canada - - -	7	12	65	84
3rd „ 60th „ -	India - - -	16	—	—	16
4th „ 60th „ -	Canada - - -	2	15	8	25
62nd Foot - -	Buttevant - -	—	—	16	16

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Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
63rd Foot - -	Dublin - - -	—	12	13	25
64th „ - -	Malta - - -	1	—	2	3
65th „ - -	Kinsale - - -	—	4	4	8
66th „ - -	Jersey - - -	—	2	7	9
68th „ - -	Aldershot - -	—	—	8	8
69th „ - -	Canada - - -	—	—	13	13
71st „ - -	Fermoy - - -	—	27	21	48
72nd „ - -	Dublin - - -	6	34	39	79
73rd „ - -	China - - -	—	—	15	15
74th „ - -	Dublin - - -	3	5	2	10
76th „ - -	India - - -	24	—	—	24
78th „ - -	Canada - - -	9	34	25	68
79th „ - -	India - - -	5	8	8	21
80th „ - -	Aldershot - -	—	11	8	19
81st „ - -	Cork - - -	—	6	27	33
83rd „ - -	Gibraltar - -	—	—	4	4
84th „ - -	Jamaica - - -	—	2	18	20
85th „ - -	Curragh - - -	2	2	4	8
86th „ - -	Mauritius - -	1	11	5	17
87th „ - -	Gibraltar - -	13	29	51	93
89th „ - -	Dublin - - -	1	4	18	23
90th „ - -	India - - -	1	4	44	49
92nd „ - -	Curragh - - -	19	47	36	102
94th „ - -	Dover - - -	—	2	8	10
95th „ - -	India - - -	9	38	46	93
98th „ - -	Portsmouth - -	—	—	3	3
99th „ - -	Cape - - -	1	2	1	4
102nd „ - -	India - - -	27	64	48	139
103rd „ - -	India - - -	7	86	35	128
105th „ - -	India - - -	1	7	71	79
106th „ - -	India - - -	8	47	103	158
1st Batt. Rifle Brigade	Canada - - -	1	42	17	60
2nd „ „ -	Devonport - -	1	—	—	1
4th „ „ -	Weedon - - -	3	5	1	9
Ceylon Rifles - -	Ceylon - - -	—	55	140	195
Cape Rifles - -	Cape - - -	—	—	19	19
1st Depôt Battalion -	Chatham - - -	19	54	100	173
2nd „ „ -	Chatham - - -	1	19	34	54
3rd „ „ -	Chatham - - -	—	—	1	1
4th „ „ -	Colchester - -	—	—	2	2
5th „ „ -	Parkhurst - -	6	5	5	16
6th „ „ -	Walmer - - -	—	2	8	10
7th „ „ -	Winchester - -	3	—	9	12
9th „ „ -	Preston - - -	4	7	10	21
10th „ „ -	Shorncliffe - -	—	8	11	19
11th „ „ -	Gosport - - -	3	2	2	7
12th „ „ -	Shorncliffe - -	—	2	10	12
13th „ „ -	Pembroke - - -	3	4	1	8
14th „ „ -	Sheffield - - -	5	23	6	34
15th „ „ -	Aberdeen - - -	2	11	25	38

Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
A. Brigade R. H. Art.	India	—	—	3	3
B. " "	Woolwich	—	6	6	12
C. " "	Aldershot	1	—	6	7
E. " "	India	2	21	21	44
F. " "	India	—	3	2	5
1st Brigade R. Artillery	Halifax, N.S.	18	—	—	18
3rd " "	Canada	16	32	21	69
4th " "	Canada	4	17	14	32
6th " "	Portsmouth	14	10	18	42
7th " "	Plymouth	9	60	46	115
9th " "	Dublin	4	50	79	133
10th " "	Malta	3	2	—	5
11th " "	Shorncliffe	4	24	5	33
13th " "	Dover	2	29	93	124
14th " "	India	—	1	—	1
15th " "	Gibraltar	5	4	1	10
17th " "	Woolwich	—	3	5	8
22nd " "	India	3	9	10	22
Royal Artillery	Meean Meer	2	—	5	6
" "	Lucknow	3	14	14	31
Depôt Brigade R. Art.	Woolwich	5	1	4	10
Royal Engineers	Chatham	—	1	29	30
" "	Camden Fort	—	—	11	11

APP. IV.
No. 2.

APPENDIX IV.—No. 2.

ROYAL SCOTS GREYS.

QUALIFICATIONS FOR PROMOTION.

Extract from Regimental Orders, 17th April 1868.

From Private to Lance Corporal.—To read the second school book, to write an easy passage dictated from the same, and in arithmetic to work simple multiplication.

To full Corporal.—A third-class certificate, to read easy narratives, to write fairly an easy passage dictated from the same, and to work in arithmetic the four compound rules and reduction of money.

To Serjeant.—A second-class certificate. To read a book of moderate difficulty, to write fairly a passage dictated from the same, to understand the mode of keeping the mess book, ledger, and savings bank accounts, and to work questions in practice, simple proportion, and interest.

To Troop Serjeant Major.—A first-class certificate. To read fluently any book of ordinary difficulty, to write correctly a passage dictated from the same, to understand the mode of keeping the mess book, ledger, savings bank accounts, to work vulgar and decimal fractions and compound proportion, and to have a fair knowledge of general geography and of English history.

N.B. Instead of the two latter subjects, any two of the following subjects may be taken: Algebra, mensuration, plain trigonometry, practical geometry, fortification, drawing, surveying, or chemistry.

An examination for certificates will take place in the second month of each quarter.

APP. IV.
No. 3.

APPENDIX IV.—No. 3.

26TH CAMERONIANS.

It having been found desirable that a new system of promotion be established in the regiment, the commanding officer requires all non-commissioned officers and privates, who may be desirous of promotion, to acquaint themselves with the following rules and regulations, which, while they improve the professional and educational status of the regiment, offer promotion to all persevering and industrious candidates.

Regulations of the Scheme of Promotion and Education in the 26th Cameronians.

1. Promotion in the ranks will depend upon conduct and character, efficiency in drill and regimental duty, and education.

2. A first special class will be established in the regiment for the purpose of improving the educational status of such men as are considered likely to become efficient non-commissioned officers. The selection for this class will comprise recommendations from officers commanding companies, of such men only as are desirous of obtaining promotion, who have at least 18 months' service, and are 6 months clear of the regimental defaulters' book. Men thus recommended will invariably parade before the commanding officer in the orderly room for approval, after which they may be allowed to attend school until required for promotion.

3. The men forming this class will attend school four days in the week, and, as a general rule, be exempt from all regimental duties, with the exception of guards, general parades, and one commanding officer's parade weekly.

4. A second special class will also be established for the purpose of gradually educating all the men of the regiment up to a certain standard. To effect this officers commanding companies, selecting the best scholars first, wlll order the attendance at school of the regulated number of men until they obtain third-class certificates.

5. The men forming this class will attend school four days in the week, and, as a general rule, be exempt from all regimental duties, with the exception of guards, and one parade daily.

6. Special class men will mount the same number of guards as other men, provided that this number does not exceed one guard weekly. This duty will be performed on the regulated days, when there is no school for adults.

7. Special class men will be removed if considered unteachable, or for medical reasons if recommended by the officer in medical charge of the regiment.

8. From eligible certificated men, first special class men if there be any so qualified, all lance corporals will be selected.

9. When there is a vacancy for a lance corporal in a company and it has no eligible man in possession of a certificate, the first special class men of that company will be examined by the schoolmaster, and if the first on the list be in other respects eligible he will receive the promotion.

10. In order to be qualified for the rank of corporal a lance corporal must know his duty as orderly corporal, and be able to make out a correct duty state of his company. He must know the manual, platoon, and bayonet exercise, be able to command a guard, and have a fair knowledge of company drill. He must be in possession of a third-class school certificate, which comprises—

Reading :—Easy narratives and regimental orders.
Dictation :—From the same.
Arithmetic :—Four compound rules and reduction.

11. For promotion to the rank of sergeant a corporal must thoroughly understand his duty as orderly sergeant, and the interior economy of his company. He must be qualified to take command of his company in all the movements of company drill, must know his place as coverer in each battalion movement, and thoroughly understand the instruction of musketry, including all the cautions in position drill. He must also be in possession of a second-class school certificate, which comprises—

Reading :—Books of moderate difficulty and regimental orders.
Dictation :—From the same.
Arithmetic :—Practice, proportion, interest, and a thorough acquaintance with the mode of keeping a mess book, ledger, and savings' bank accounts.

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12. For promotion to the rank of a colour sergeant a sergeant should be in possession of a first-class school certificate, which comprises—

Reading :—Books of ordinary difficulty and regimental orders.
Dictation :—From the same.
Arithmetic :—Fractions and preceding rules.
Geography } A fair knowledge or these or other two subjects ac-
History } cording to the authorized syllabus.

13. Before a non-commissioned officer is promoted the adjutant will certify that he is practically qualified to discharge the duties required of him.

14. To afford candidates constant opportunities of obtaining educational certificates the schoolmaster will hold an examination on the first Monday of every month in the presence of an officer not below the rank of captain.

15. In order that those who fail at examinations may not be discouraged seniors who may pass after juniors will take their proper place among the successful but unpromoted candidates.

SHURLOCK HENNING, Lieut.-Colonel,
Commanding 26th Cameronians.

Camp, Belgaum,
6th December 1865.

APP. IV. No. 4.

APPENDIX IV.—No. 4.

SPECIAL CLASSES in the BOMBAY PRESIDENCY.

(*Extracts from Lieutenant Jacob's Report.*)

Special Classes.

In order to enable me to give full information as to the working of the special class system in the regiments of this presidency, I called for a return from each corps showing the number of men who had attended the class during the nine months ending 31st December 1866, the progress they had made, and the number who had received promotion, and at the same time invited each commanding officer to give his opinion on the working of the scheme in his own corps. The information thus gathered, together with the result of my examination of each class, I will now lay before you. I would first remark, however, that many of these, though termed special classes, are not formed in accordance with the system proposed by the Council, and their only speciality consists in their attending somewhat more regularly than the ordinary classes.

E. BRIGADE, ROYAL HORSE ARTILLERY.

The number of men on the roll of the special class on 1st April 1866 was 12. From that time up to the end of the year 9 more joined. During the year 14 left the class. None of those who left had received any promotion. The attendance of these men had not been regular. All of them, however, had improved very much, and although the attainments of all on joining were very low, when they left 4 were said to have been qualified for a first, 4 for a second, and 5 for a third class certificate. The commanding officer offered no remarks upon the system.

When I examined the class in October 1866 nine men were present. They read pretty well, and most of them could work addition of decimals, interest, and compound proportion. They also knew a very little geography. None of these could have reached the standard required for a first-class certificate.

Head Quarters, 14th Brigade, Royal Artillery.

The special class in this school was formed on the 22d May 1866. Two bombardiers, a gunner, and a driver joined it. One bombardier left the class on the 14th November to act as barrack-sergeant and is now battery schoolmaster. He has been promoted to corporal. The other returned to duty at his own request on the 4th July. The gunner was appointed assistant master on the 11th May, and the driver was promoted to acting bombardier on the 30th November when the course terminated. One sergeant and six men joined on 13th December and were in the class at the end of the year. Colonel Domville's remarks were as follows: "The best results may be hoped for by the establishment of these "special classes, more particularly if the hopes of employment of the "men attending them in the Government departments are fulfilled."

When I examined the class in January 1867 only 4 men were present. They did not read well, had no knowledge of grammar, could work compound rules of arithmetic, and wrote fairly from dictation.

Head Quarters, 18th Brigade, Royal Artillery.

A special class was formed in this Brigade on the 1st April 1866, and consisted of 7 non-commissioned officers and 6 men, but owing to the very heavy duty which fell to the men the class was closed on the 30th June. Of course during this very short period no material progress could be expected, but out of the 7 non-commissioned officers 2 have been transferred to the Ordnance Department, and 2 of them have been promoted. One of the gunners also has received promotion. When the annual drafts of men arrived the class was revived on the 1st January 1867, and was composed entirely of gunners and drivers. "At first the "number of candidates offering themselves was very great, but when it "was given out that men who joined would only be exempted from "fatigues, instead of fatigues, ordinary drill, and stables, the numbers "decreased, and a class of 8 was formed, the strength at which it now "stands."

The commanding officer's opinion of the system is as follows: "I "cannot speak too highly of this system of instruction; it causes emu- "lation, and shows the men the necessity of education, without which "advancement is unattainable."

Royal Artillery, Aden.

A special class exists in the Artillery School at Aden, but the commanding officer reports on it as follows: "Owing to the change of "quarters between the batteries every two months from cantonments to "Steamer Point and back, and the fact of there being no schoolmaster "at the latter locality, the progress of the men has not been satisfactory." The class appears to have consisted of 1 corporal and 6 men. The corporal has been promoted to sergeant, one gunner to bombardier, and one to acting bombardier.

Her Majesty's 3rd Dragoons.

On the 1st April there were in the special class of this corps 18 non-commissioned officers and 5 men, and 3 of the former and 9 of the

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latter joined during the year. Seven non-commissioned officers left the class during the same period, two having been invalided, four reduced, and one appointed sergeant cook. The promotion given to members of the class was as follows :—

4 privates	promoted to	lance corporals.
5 lance corporals	„	corporals.
7 corporals	„	lance sergeants.
2 lance sergeants	„	sergeants.

The commanding officer says, "I am of opinion that the class has "been most beneficial to the regiment, and Schoolmaster Spong has given "the men every encouragement to improve themselves." I inspected the class in March 1867, there were 24 present. They had not taken up anything beyond arithmetic, reading, and writing. They were attending 2 hours a day. The 1st class wrote well from dictation, read very well, and could work reduction of money, and simple interest. The 2nd and 3rd classes read tolerably and could work a little arithmetic.

1st Battalion, 4th King's own Royal Regiment.

In the special class of this regiment there were 19 men on the 1st April. Up to July, 25 men had joined. Four left in April and May, and in July 18 more were removed from the class as unfit for it. The class was then re-formed and continued until November, when the change of detachments again caused it to be dissolved. During those eight months eight men of the class received promotion, and one was appointed a clerk in the Pay Office.

Colonel Wilby remarked thus, "The attendants at the special class "have shown interest in their studies, and have generally made good "progress, and I consider its working up to the present time has been "satisfactory."

I examined the class in November 1866. It consisted of 3 divisions. The two lower divisions were composed of men of good conduct and likely to be promoted, but of low educational attainments. None of them could read well, some hardly at all. They could work a little arithmetic. There were only 4 men in the 1st division, and it had consequently been amalgamated with the first of the ordinary classes. Their powers of writing from dictation and of working arithmetic were very small, but they read well and thoroughly understood the theory of tides, rain, wind, &c., and a few of them knew the parts of speech.

Her Majesty's 26th Cameronians.

There are in this regiment two special classes, each having a different object. What these objects are will be found fully detailed in Appendix B.

The number of men in the 1st special class during the last nine months of 1866 was 36, all of whom appear to have left it. The promotion given was as follows :—

Promoted to	staff sergeant	1
„	sergeant	2
„	corporal	3
„	lance corporals	15
		21

Regarding this class Colonel Henning writes, "I consider the working "of the special class system in the Cameronians excellent, but I attribute "this entirely to my scheme of promotion and education, according to

" which promotion is dependent to a certain extent on education. " Previous to the organization of this scheme the special class system " was a decided failure in the regiment."

The number of men in the 2d special class during the same period was 37. Thirty of these left for the following reasons:

On account of promotion - -	- 9
After receiving 3rd class certificates -	- 6
Transferred to 1st special class -	- 15
	30

The commanding officer's remarks on this class are as follows, "In " my opinion the 2d special class system as carried on in my regiment " is the only way of effectually educating the mass up to a certain standard, " while it acts as a constant 'feeder' to the 1st special class."

I examined these two classes in December 1867, the result was as follows:

1st and 2nd divisions. 8 men (only 1 of 1st division). These men read pretty well, but it was unfortunate that the first division was not more strongly represented. Their knowledge of Indian history and of elementary geography was very good. Those of the 2nd division worked correctly 6¾ of the 8 sums in arithmetic which were given, the man of the 1st division worked all that were given him. Their dictation papers were *very bad.*

3rd Division, 15 men.

This class read fairly, worked arithmetic well, and had begun to learn history and geography. Their dictation papers were also bad.

4th Division, 13 men.

The men of this division read from an easy book very creditably. Seven of them could neither read nor write when they joined the special class. They worked the four first rules of arithmetic very well.

5th Division, 9 men.

These 9 men read very fairly from the 2d book, a fact which redounds very much to their credit considering that on joining the special class four of them could not read at all, and three could only read a little.

6th Division, 10 men.

These men were learning to read. Some of them could write fairly on slates.

HER MAJESTY'S 33RD REGIMENT.

The special class of this regiment was broken up on the 31st October 1866, and a new one formed in the following January after the regiment's arrival at Kurrachee. During the nine months previous to its being broken up 53 men joined the class, 21 of whom left prior to the 1st October. Of these 9 received promotion. The number of 2nd class school certificates awarded to the class was ten, and of the 3rd class fourteen. The attendance was not by any means regular. The total number of days on which they might have attended during the nine months was 167, yet the average was only 84 days, or half the number.

In Colonel Collings' opinion "the special class works very satis- " factorily."

The special classmen in this regiment were mixed up with the ordinary classes, and therefore the remarks which I made on the latter may be considered to apply to the former. The number of men shown in the ordinary classes is exclusive of the special class men.

APP. IV. No. 4.

HER MAJESTY'S 45TH REGIMENT.

The results of the special class in this regiment during the last nine months of 1866 were as follows:

Number of men admitted to the class	158
Number of men promoted	41
Average number on books monthly	39
Average monthly attendance	25
„ daily „	28
Number who left the class	119

Colonel Parish writes, "With regard to the progress of the class the "schoolmaster's report is satisfactory. Seven men distinguished themselves and deserve great credit for their assiduity to obtain the little "learning they now possess. On their admission a few months ago "they could neither read nor write, but now they are able to read fairly, "write from dictation fairly, and work first four rules of arithmetic well. "Two have been promoted. As a contrast to these men the schoolmaster reports that in the lower class of the ordinary school there are "many men who have for years been poring over the alphabet and the "spelling of the simplest syllables."

Here too the men of the special class were mixed up with other classes, so there is nothing further to report on them. They are, however, instructed separately, daily from 10½ to 12, except on Tuesday and Wednesday, when the hours are from 3 to 4 p.m.

HER MAJESTY'S 95TH REGIMENT.

The return of the special class received from this regiment shows the following results:

On the 1st January 1866 there appear to have been 11 lance corporals in the class, one of whom was dismissed for misconduct in April, whilst the other ten remained till June. Before joining, 9 of these had received a 3rd class certificate, and before leaving 4 had reached the standard required for a 1st, and 5 that for a 2nd class certificate. The other two who were below the lowest standard became qualified for a 3rd class certificate. In July, 22 more were admitted, 4 of whom were subsequently dismissed for misconduct, 2 were promoted to the rank of corporal, and 3 more left from other reasons. Colonel Vialls writes, "I consider the special class system admirably calculated to promote adult education in the army. The men who have undergone "such a course in the school of this regiment have benefited in a degree "far beyond what would have accrued to them under the ordinary system "of school attendance."

No report has been received from the G/14 Royal Artillery, but at my inspection of the school I was informed that the special class had been first formed in August 1866. At that time it contained 17 non-commissioned officers and 10 gunners. Twelve of the former and five of the latter were present. They read pretty well and knew the meaning of the difficult words. They were also acquainted with European geography. Some worked fractional arithmetic, others interest. They wrote from dictation badly. The spelling of the non-commissioned officers was very bad.

The other schools inspected had no special class.

APPENDIX V.

TABLE marking Degrees of Progress as shown by Examination Books in the Grown Children's Schools from Assistant Inspectors' and Superintending Schoolmasters' Reports, 1867.

Regiments.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
1st Life Guards	34	3	20	11	—	34	4	24	6	—	34	3	18	13	—
2nd "	24	2	17	5	—	26	2	19	5	—	27	5	12	10	—
Royal Horse Guards	16	5	10	1	—	18	5	13	—	—	18	1	10	7	—
1st Dragoon Guards	22	—	16	6	—	22	2	17	3	—	22	2	15	5	—
4th "	32	6	22	4	—	34	2	31	1	—	34	2	21	10	—
5th "	20	5	8	7	—	20	5	12	3	—	20	5	14	1	—
6th "	6	—	6	—	—	6	—	5	1	—	6	—	6	—	—
7th "	6	2	3	1	—	6	1	3	1	1	6	—	6	—	—
1st Dragoons	22	—	17	5	—	22	—	22	—	—	22	—	22	—	—
2nd "	20	—	18	2	—	20	1	18	1	—	20	2	17	1	—
3rd Hussars	46	—	26	20	—	46	—	39	7	—	46	—	24	22	—
5th Lancers	8	3	5	—	—	8	1	7	—	—	8	3	2	3	—
6th Dragoons	17	2	7	7	1	17	—	10	6	1	17	1	15	1	—
8th Hussars	17	—	12	5	—	17	—	15	2	—	17	—	16	1	—
9th Lancers	16	—	15	1	—	16	—	16	—	—	16	—	16	—	—
10th Hussars	39	—	2	36	1	39	1	24	14	—	39	—	6	31	2
12th Lancers	7	4	3	—	—	7	7	—	—	—	7	4	3	—	—
13th Hussars	8	1	—	7	—	8	1	5	2	—	8	1	5	2	—
14th "	6	—	5	1	—	6	—	4	2	—	6	—	1	3	2
15th "	10	—	9	1	—	13	—	10	3	—	13	—	10	3	—
17th Lancers	9	—	6	3	—	9	—	5	4	—	9	—	5	4	—
Military Train—															
Aldershot	33	—	23	10	—	33	—	31	2	—	33	4	26	3	—
Woolwich	8	1	3	2	—	6	—	6	—	—	6	—	4	2	—
Grenadier Guards—															
1st Battalion	20	—	14	6	—	20	1	8	11	—	20	1	14	5	—
2nd "	9	1	5	3	—	13	—	6	7	—	13	—	3	10	—
3rd "	14	3	9	1	1	18	3	11	4	—	22	4	11	7	—
Coldstream Guards—															
1st Battalion	23	1	15	7	—	23	2	11	9	1	23	—	6	17	—
2nd "	14	5	9	—	—	29	3	21	5	—	18	5	13	—	—
Scots Fusilier Guards—															
1st Battalion	14	5	8	1	—	14	3	9	2	—	14	1	7	6	—
2nd "	20	3	9	8	—	20	—	17	3	—	20	3	17	—	—
2nd Foot, 2nd Batt.	3	1	1	1	—	3	—	2	1	—	3	—	3	—	—
5th " 2nd "	22	4	12	6	—	22	8	14	—	—	22	1	20	1	—
6th " 1st "	12	1	6	5	—	12	—	9	3	—	12	—	10	2	—
7th " 2nd "	22	5	16	1	—	22	—	9	3	—	12	—	10	2	—
8th " 1st "	9	—	6	3	—	9	2	6	1	—	9	2	1	6	—
" " 2nd "	38	5	14	19	—	38	3	23	12	—	38	5	24	8	1
12th " 1st "	32	—	18	14	—	35	10	18	17	—	35	—	21	11	3
" " 2nd "	5	—	4	1	—	5	—	5	—	—	5	1	—	4	—
18th " 1st "	4	3	—	1	—	4	2	2	—	—	4	2	2	—	—
" " 2nd "	29	—	15	14	—	29	1	14	14	—	29	2	17	10	—
15th " 2nd "	53	10	40	2	1	53	6	42	4	1	53	3	43	6	1
16th " 1st "	24	7	15	2	—	24	7	15	2	—	24	8	15	1	—
17th " 1st "	15	—	11	4	—	15	—	14	1	—	15	—	14	1	—
" " 2nd "	43	9	18	16	—	43	10	26	7	—	43	6	34	3	—
18th " 1st "	24	—	20	4	—	24	1	23	—	—	24	—	20	4	—
21st " 1st "	10	1	4	4	1	10	2	6	2	—	10	3	6	1	—

APP. V.

Regiments.	Dictation.				Writing.				Arithmetic.			
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
22nd Foot, 2nd Batt.	15	—	—	15	—	15	—	—	15	—	15	—	—	15	—
23rd „ 2nd „	14	1	13	—	—	14	1	13	—	—	14	—	14	—	—
24th „ 1st „	4	1	2	1	—	9	—	7	2	—	10	—	7	3	—
25th „ 1st „	16	—	6	6	4	16	—	12	4	—	16	—	6	6	4
28th Foot	14	2	7	5	—	14	2	9	3	—	14	1	9	3	1
29th „	7	—	4	3	—	7	—	4	3	—	7	—	5	1	1
30th „	20	6	14	—	—	20	6	14	—	—	20	8	12	—	—
31st „	2	—	2	—	—	2	—	2	—	—	2	—	2	—	—
32nd „	10	5	5	—	—	10	—	10	—	—	10	—	9	1	—
36th „	4	—	3	1	—	4	—	3	1	—	4	2	2	—	—
37th „	8	1	7	—	—	8	1	7	—	—	8	—	8	—	—
39th „	28	5	23	—	—	34	13	21	—	—	34	8	25	1	—
40th „	22	—	6	16	—	22	—	14	8	—	22	1	16	5	—
43rd „	18	—	12	6	—	18	—	17	1	—	18	—	17	1	—
44th „	11	1	5	5	—	11	2	6	3	—	11	3	7	1	—
46th „	8	1	4	3	—	8	—	7	1	—	8	—	2	4	2
48th „	7	5	2	—	—	10	5	5	—	—	10	6	4	—	—
51st „	29	5	20	4	—	20	4	22	3	—	29	15	13	1	1
52nd „	21	—	10	11	—	21	—	18	3	—	21	1	15	5	—
53rd „	7	2	2	3	—	7	1	3	3	—	7	—	5	2	—
54th „	16	1	6	9	—	16	—	15	1	—	16	—	7	9	—
55th „	8	—	8	—	—	8	—	8	—	—	8	—	6	2	—
56th „	11	—	9	2	—	11	—	9	2	—	11	—	2	7	2
57th „	5	—	2	2	1	5	—	2	2	1	5	—	2	2	1
59th „	28	1	18	6	3	41	5	34	2	—	36	1	21	11	3
60th Rifles, 4th Batt.	12	—	9	3	—	12	—	11	1	—	12	—	9	3	—
62nd Foot	28	3	14	11	—	28	2	26	—	—	28	2	22	4	—
63rd „	24	10	12	2	—	28	13	14	1	—	28	13	14	1	—
64th „	25	17	8	—	—	29	8	21	—	—	29	4	22	3	—
65th „	7	—	5	2	—	7	—	7	—	—	7	—	6	1	—
67th „	4	—	4	—	—	4	—	4	—	—	4	—	2	2	—
68th „	11	—	11	—	—	11	—	11	—	—	11	—	6	5	—
69th „	28	—	23	5	—	28	2	26	—	—	28	1	23	4	—
70th „	11	2	9	—	—	11	2	9	—	—	11	2	8	1	—
71st „	9	—	6	3	—	9	—	7	2	—	9	—	9	—	—
74th „	9	6	1	2	—	9	6	2	1	—	9	—	7	2	—
78th „	19	8	10	1	—	19	8	10	1	—	19	9	8	2	—
80th „	11	—	—	11	—	11	—	—	11	—	11	—	1	10	—
81st „	10	—	7	3	—	10	—	8	2	—	10	—	7	3	—
84th „	11	—	1	10	—	11	—	5	6	—	11	—	1	10	—
85th „	18	—	2	15	1	18	—	12	6	—	18	—	2	12	4
86th „	15	7	4	4	—	15	5	9	1	—	15	7	6	2	—
87th „	33	1	22	10	—	33	1	22	10	—	33	—	24	9	—
89th „	37	—	26	11	—	37	—	37	—	—	37	1	36	—	—
91st „	18	—	11	7	—	18	1	10	7	—	18	2	13	3	—
92nd „	25	15	9	1	—	25	14	10	1	—	25	16	8	1	—
97th „	25	2	8	14	1	25	3	15	7	—	36	8	28	—	—
98th „	36	15	6	15	—	36	11	25	—	—	36	8	28	—	—
100th „	5	2	3	—	—	5	1	4	—	—	5	1	4	—	—
101st „	13	—	13	—	—	13	3	8	2	—	13	1	12	—	—
104th „	22	—	17	5	—	22	2	7	13	—	22	—	20	2	—
105th „	14	1	11	2	—	14	1	9	4	—	14	3	11	—	—
107th „	6	1	3	2	—	6	2	3	1	—	6	1	3	1	1
Rifle Brigade—															
1st Battalion	8	7	1	—	—	8	6	2	—	—	8	7	1	—	—
2nd „	3	—	3	—	—	3	—	2	1	—	3	—	3	—	—
4th „	11	3	8	—	—	11	3	8	—	—	11	3	8	—	—
Royal Canadian Rifles—															
Kingston	103	5	97	1	—	103	7	95	1	—	103	3	99	1	—
St. John's	49	10	39	—	—	49	14	35	—	—	49	2	47	—	—
Chambly	34	6	24	4	—	34	7	24	3	—	34	1	29	4	—
Isle aux Noix	42	—	42	—	—	42	—	42	—	—	42	—	42	—	—
Naval Cottages	39	3	34	2	—	39	3	34	2	—	39	—	37	2	—
Cavalry Depôt	58	2	20	36	—	65	4	38	22	1	66	11	35	20	—
1st Depôt Battalion	28	3	18	7	—	28	3	21	4	—	29	10	18	1	—
2nd „	26	4	15	7	—	35	6	19	10	—	35	8	11	16	—
3rd „	18	2	14	2	—	28	2	12	14	—	28	1	14	13	—
4th „	37	3	18	15	1	36	4	21	10	1	37	5	19	13	—

Regiments.	Dictation.					Writing.					Arithmetic.				
	Books Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Books Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.	Books Number of examined.	Great Progress.	Progress.	Stationary.	Gone Back.
5th Depôt Battalion	50	10	30	10	—	50	13	35	2	—	50	20	22	8	—
6th „	16	—	12	4	—	27	3	15	9	—	27	1	18	8	—
7th „	44	7	23	14	—	44	3	27	9	—	44	2	30	11	1
8th „	20	1	15	4	—	20	5	14	1	—	20	1	10	7	2
9th „	38	7	21	10	—	38	4	32	2	—	38	3	23	12	1
10th „	41	6	30	5	—	46	9	37	—	—	46	—	23	22	1
11th „	32	2	11	19	—	32	—	23	9	—	32	1	14	17	—
12th „	40	5	13	22	—	40	3	22	15	—	40	5	30	5	—
13th „	69	16	26	27	—	69	12	27	30	—	69	6	30	32	1
14th „	18	2	11	5	—	27	4	13	10	—	26	1	14	11	—
15th „	34	13	21	—	—	34	13	21	—	—	34	12	22	—	—
Commissariat Staff Corps, Aldershot	35	11	22	2	—	35	12	23	—	—	35	3	20	2	—
Netley	50	12	12	26	—	50	8	26	16	—	50	12	17	21	—
Sandhurst	31	1	9	21	—	33	2	25	6	—	31	—	15	16	—
Invalid Battalion, Chunar	10	1	6	3	—	10	2	4	3	1	10	2	6	2	—
Royal Horse Artillery—															
Benares	2	—	2	—	—	2	—	1	1	—	2	—	—	2	—
Maidstone	13	1	9	3	—	19	1	14	4	—	20	1	10	9	—
Woolwich	138	21	80	27	10	138	5	118	5	—	138	23	82	25	8
Royal Artillery—															
1st Brigade	39	6	9	15	—	42	34	8	—	—	26	6	10	10	—
4th „															
London, C.W.	5	—	2	3	—	5	1	1	3	—	5	—	4	1	—
Toronto	23	6	16	1	—	23	6	16	1	—	23	5	17	1	—
Hochelaga	8	—	1	7	—	8	—	3	5	—	8	—	1	7	—
5th Brigade	64	6	21	33	4	68	6	52	10	—	66	9	30	27	—
6th „	50	14	24	12	—	50	13	32	5	—	50	13	22	15	—
7th „	33	2	24	7	—	39	—	34	5	—	39	1	36	2	—
9th „	38	7	21	10	—	38	4	32	2	—	38	3	23	12	—
10th „															
Kingston	23	6	17	—	—	23	10	13	—	—	23	6	17	—	—
Montreal	27	6	21	—	—	27	6	21	—	—	27	5	22	—	—
Quebec	24	5	18	1	—	24	6	17	1	—	24	1	21	2	—
St. Helen's Island	9	—	6	3	—	9	—	6	3	—	9	—	7	2	—
11th Brigade, Head Quarters	26	1	14	10	1	32	2	23	7	—	32	6	20	6	—
F. Battery	4	3	—	1	—	4	2	1	1	—	4	2	2	—	—
12th Brigade	41	15	10	16	—	41	11	23	7	—	41	7	17	17	—
13th „	46	7	26	13	—	46	5	39	2	—	46	12	25	8	1
15th „	32	—	24	8	—	32	—	25	7	—	32	2	25	5	—
Depôt Brigade—															
1st Division	46	12	27	6	1	43	18	19	6	—	46	6	22	18	—
2nd „	134	31	86	11	6	136	—	131	3	2	134	20	77	32	5
3rd „	34	—	11	23	—	34	1	19	14	—	34	—	9	23	2
Detached Batteries—															
Aldershot	44	2	34	8	—	44	2	39	3	—	44	3	36	5	—
Dublin	16	—	14	2	—	23	1	21	1	—	23	1	21	1	—
Hilsen	6	1	3	2	—	12	1	10	1	—	10	—	2	8	—
Leith Fort	28	1	13	13	1	28	—	17	10	1	28	2	14	12	—
Maker Heights	21	—	5	16	—	21	1	7	13	—	21	—	6	15	—
Shoeburyness	25	2	12	9	1	23	1	13	8	1	24	2	14	7	1
Royal Engineers—															
Aldershot	23	—	9	14	—	23	—	21	2	—	23	—	16	4	3
Chatham	38	2	22	14	—	43	7	25	11	—	43	2	20	21	—
Gibraltar	20	2	13	4	1	20	—	16	4	—	20	—	11	9	—

Appendix VI.—No. 1.

Examination of the 1st Division of Students, Normal School, Royal Military Asylum, in June 1866.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		·750	
1	Hill, Wm. J. -	16	105	54	67	76	80	382	96	90	90	110	50	53	80	140	57	73	80	1301	Pupil Teacher, Royal Military Asylum.
2	Lacey, John -	12	96	56	57	70	60	339	105	75	90	100	50	65	75	75	40	62	50	1126	Sergeant, 69th Foot.
3	Raymer, Robt. -	14	90	49	52	34	71	296	85	70	100	80	40	60	80	100	53	69	78	1111	Civilian.
4	Spiller, Thos. -	11	79	37	51	32	62	261	82	70	70	80	45	57	60	105	70	73	70	1043	Corporal, Royal Artillery.
5	Ovens, Hugh -	19	93	47	39	38	40	257	106	85	80	100	45	56	60	60	48	58	60	1015	Pupil Teacher, Royal Military Asylum.
6	Halfpenny, Wm.	17	82	49	39	38	57	265	56	80	65	100	50	62	70	55	50	58	75	986	4th Class, Schoolmaster.
7	Marshall, John	20	104	47	52	43	48	294	92	65	65	90	40	37	55	70	45	59	60	972	Pupil Teacher, Royal Military Asylum.
8	M'Cormick, Jas.	18	76	36	68	23	23	226	43	75	95	110	55	70	50	25	50	63	65	927	4th Class Schoolmaster.
9	Bacon, Wm. -	13	88	50	42	37	54	271	82	60	65	70	35	32	50	90	55	55	60	925	Corporal, 69th Foot.
10	Kearns, Jas. W.	15	83	45	38	31	36	233	71	60	70	70	25	57	50	70	73	71	70	920	Pupil Teacher, R.M.A.

Appendix VI.—No. 1.

Examination of the 1st Division of Students, Normal School, Royal Military Asylum, in December 1866.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Myatt, Chas. W.	20	102	75	80	75	77	409	94	88	80	101	49	50	85	120	45	75	70	1206	Pupil Teacher, Royal Military Asylum.
2	Henry, John -	12	68	71	63	59	58	319	87	80	90	110	53	45	55	115	40	61	70	1125	Private, 89th Foot.
3	Shields, John -	18	81	61	59	63	46	310	94	76	75	71	49	30	80	115	25	67	60	1052	Civilian.
4	Dunnett, Geo. L.	17	68	53	50	40	43	254	77	88	100	56	23	30	85	135	80	63	58	1049	Private, 5th Dragoon Guards.
5	French, John -	13	101	51	73	40	54	319	75	60	100	90	46	50	55	60	60	57	75	1047	4th Class, Schoolmaster.
6	Douthett, Alex.	16	82	58	55	39	42	276	80	56	90	60	43	30	90	95	50	62	65	997	Pupil Teacher, Royal Military Asylum.
7	Reilly, John C. -	14	81	65	66	55	60	327	75	84	60	40	21	60	80	45	40	59	63	954	Pupil Teacher, Royal Hibern. Mil. Schl.
8	Payne, Wm. S. -	11	84	36	41	15	47	223	62	64	80	71	20	35	90	50	55	46	80	876	Pupil Teacher, Royal Military Asylum.
9	Holloway, James	19	101	53	41	35	34	264	60	40	60	56	25	60	75	45	58	70	50	863	4th Class, Schoolmaster.
10	Aldwell, William	15	88	37	59	37	32	253	54	60	60	45	25	50	80	65	37	49	78	861	Ditto.

Appendix VI.—No. 1.

Examination of the 1st Division of Students, Normal School, Royal Military Asylum, in June 1867.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	[redacted]	10	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Williams, H. B.	11	102	78	64	36	38	338	105	85	90	100	50	65	85	110	55	71	65	1219	Corporal, 44th Foot.
2	Preston, Walter	12	88	70	70	34	19	281	94	80	100	110	55	55	60	140	60	68	70	1173	Corporal, 63rd Foot.
3	Marshall, Chas.	14	90	67	50	40	36	283	62	70	80	90	40	60	85	100	45	61	70	1046	Lance Sergeant, 32nd Foot.
4	Stewart, Charles	13	95	75	63	55	15	303	84	70	75	80	45	40	35	70	50	37	65	954	Civilian.
5	Docherty, Thos.	15	98	58	39	36	6	237	84	80	95	100	45	50	70	40	35	56	50	942	Pupil Teacher, Royal Hib. Mil. School.

APPENDIX VI.—No. 1.

EXAMINATION of the 1st DIVISION of STUDENTS, NORMAL SCHOOL, ROYAL MILITARY ASYLUM, in December 1867.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Jerram, Henry	11	93	72	59	29	72	335	97	87	110	111	55	65	65	80	75	62	80	1222	Pupil Teacher, Royal Military Asylum.
2	Lindsay, Edwd.	13	90	73	56	30	57	356	78	70	61	117	34	35	60	95	30	70	65	1071	Private, 9th Lancers.
3	Holmes, Wm.	12	107	56	52	47	65	327	93	95	95	71	48	30	45	80	48	72	55	1059	Civilian.
4	Leckey, John	16	103	55	57	34	61	310	66	80	69	65	35	48	40	90	60	59	55	977	Lance Corporal, 102nd Foot.
5	James, Josiah	14	98	55	65	29	37	284	94	56	50	32	19	48	60	60	58	51	65	877	Private, 1st Battalion, 8th Foot.
6	Yelf, Edward	15	86	43	37	34	52	252	83	42	69	44	26	48	65	55	70	40	80	874	Private, 2nd Dragoon Guards.
7	Shields, William	19	81	43	48	31	32	235	72	69	85	72	42	50	63	50	40	34	60	872	Civilian.
8	Bradbury, Fred.	18	91	43	44	31	47	256	46	50	69	65	25	43	35	85	35	57	75	841	Lance Corporal, 30th Foot.
9	Treacy, Michael	17	97	52	41	33	39	262	54	47	75	39	19	53	30	50	45	39	75	788	Civilian.

App. VI.
No. 2.

Appendix V.—No. 2.

Report on the Half-yearly Examinations of the Royal Military Asylum Schools in the Years 1866–1867.

To Major-General Napier, Vice President of the Council of Military Education.

Sir,

The following were the numbers of boys present at the half-yearly examinations of the Royal Military Asylum Schools in the years 1866 and 1867.

The number of boys.

Midsummer 1866	487
Christmas 1866	485
Midsummer 1867	493
Christmas 1867	458

The complement is 500. The actual number resident in the asylum is generally a few less than the complement. The number present at each examination is short of the number resident by the number of boys in the hospital. At Christmas 1867 there were 40 in the hospital.

The ages of the boys.

The ages of the boys vary from 5 to 15. There are only 13 retained to 15 years of age, these are the band boys, all the rest leave at 14.

The following Table shows for each examination the number of boys of each age present.

Time of Examination.	Ages.										Total.
	5 to 6.	6 to 7.	7 to 8.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.	14 to 15.	
Midsummer 1866	2	14	26	32	43	80	75	101	101	13	487
Christmas 1866	3	16	28	37	55	66	74	96	96	13	485
Midsummer 1867	2	11	29	37	53	79	77	84	103	13	493
Christmas 1867	—	8	16	53	50	76	80	70	86	13	458

Conditions of admission to the school.

To be admitted the boys must have lost one or both of their parents, (or if both of their parents be living their father must be on foreign service) and they must be free from mental or bodily defect or infirmity. They must be the children of men actually serving in the regular army, or have been born before their fathers ceased to serve therein, and the fathers, if living at the time of application, must either be still in the regular service or out-pensioners. The boys, on their admission, must not be under five years of age or above twelve years.

They are admitted by the Commissioners of the Royal Military Asylum on the recommendation of the commanding officers of the regiments in which their fathers have served.

The parent or other person who has charge of each boy signs on his admission an agreement to the effect that, when of proper age, he shall be placed with his own free consent in the regular army.

Of 95 boys who left in the year 1867 the number who entered the army was 59. There were 15 who were reported fit for the army but were withdrawn by their friends, and 21 were reported unfit for the army for medical reasons.

Disposal of the boys on leaving the asylum.

The boys are taught in five principal divisions or schools.

The five schools.

In the morning the boys of the first and third schools attend from 9¼ to 11½; those of the second school from 9¾ to 12, and those of the fourth and fifth schools from 9 to 11½.

School hours.

In the afternoon they all attend school from 2 to 3½.

The elder boys have thus 3¾ hours schooling a day, and the younger 4 hours. Saturday afternoon is a holiday.

Subjects of instruction.

The subjects taught are religious knowledge, reading, writing, arithmetic, English grammar, geography, English history, vocal music, and drawing from models.

Masters.

The head master is Mr. McLeod, he is also master of the first school and normal master in the training school for regimental schoolmasters. He is an experienced and eminent teacher. Mr. Lamb is master of the second school, Mr. Lee of the third, Mr. Naylor of the fourth, and Mr. Dexter of the fifth or infant school. Mr. Dexter ranks next to the head master.

Student teachers.

The masters are assisted by those students of the training school who are in the last year of their residence.

There were 15 students so employed at Christmas last distributed as follows:

In School	I.	5 students.
„	II.	2 „
„	III.	3 „
„	IV.	2 „
„	V.	3 „

Ten of these students were about to complete their course of training at Christmas.

Trial lessons of the student teachers.

To judge of their fitness to be appointed to army schools Colonel Pocklington and I were both present at two lessons delivered to the boys of the first school by each such student teacher. One on a scriptural subject and the other on some branch of physical science, of a kind adapted to regimental lectures, the preparation and delivery of such lectures being a special branch of the instruction of the normal school. We took notes of their lessons with reference not only to their knowledge of the subject matter, but to the skill of the students in teaching the correctness of their enunciation and utterance and their power to command a class.

On some previous occasions we have thought it necessary by reason of defectiveness in some of these particulars to send students back to perfect themselves as teachers by another half-year's training, and in one or two instances we have reported them altogether unfit for the office of the teacher. At Christmas last we were able to pass them all, and they have all since been appointed to army schools.

The lessons in physical science.

It is the duty of Mr. Reynolds, the Principal of the training school, to teach them to make the experiments by which they are to illustrate the lectures in physical science, and it is impossible to speak in terms of too high commendation of the experiments he has taught them to make. Many of these he has himself devised with a special reference to the use of simple and economical apparatus and the experiments being seen by a large audience.

To deliver with success popular lectures in experimental science is a very difficult art. The students of the army training school have singular advantages for attaining it under the guidance and direction of Mr. Reynolds.

APP. VI. No. 2.

Examination of the boys.

On the completion of the course of students' lessons I proceeded with Colonel Pocklington to examine the boys of the asylum in the various subjects in which they had been instructed, with the exception of religious knowledge, in which, finding that the Chaplain General was accustomed periodically to examine them, we did not think it necessary to repeat his examination.

Reading. Repetition of Poetry.

The boys of the first school read the first book of Milton's Paradise Lost and Goldsmith's Deserted Village intelligently and well. They, moreover, have learned by heart large portions of these two poems and repeat them accurately. At my examination at Christmas 1866 I found that the boys of the first class could repeat from 50 to 500 lines of Milton, and that one boy had committed to memory the whole of the first book. The first school was spoken of as well versed in the first book of Milton. The boys are taught the collateral knowledge necessary to understanding it by means of an annotated edition published for that purpose by Mr. McLeod, and they learn the construction of the sentences by the logical method called "analysis." As used in this school this method is a valuable expedient in elementary education. The difficulty of rightly understanding compound sentences such as are to be found in our higher literature are almost insuperable to a mind not educated classically without some such elementary culture as this.

Mr. M'Leod's annotated edition of the first book of Milton.

The analysis of sentences.

Writing from dictation.

I have before me specimens of the writing on paper of all the boys of the four first schools at each examination.

The following was the sentence dictated to the boys of the first class of the first school at Christmas 1866.

"When very near the islet, however, Rolf became more active, and "his skiff disappeared behind its southern point while the enemy's boat "was still two furlongs off. The steersman looked for the reappearance "of the canoe beyond the islet, but he looked in vain. He thought, "and his companions agreed," (50 words.)

Per cent. number of mistakes in spelling.

In writing this sentence 55 per cent. made no mistake in spelling, 19 per cent. made one mistake, 22½ per cent. made two mistakes, and 3 per cent. more than two. Sentences were dictated to the boys of the other schools of less difficulty as the school was lower. The whole of the results are stated in the following Table.

They are not to be accepted as a means of comparing the merits of the teaching of spelling in one school with that in another, because it is impossible to graduate the sentences in difficulty according to the standards of proficiency to be expected in the different schools.

School.	Per-centage of Mistakes.			
	0.	1.	2.	Over 2.
I.	55	19	22½	3
II.	7½	78	15	0
III.	48	12	20	20
IV.	15	18	11	57

Penmanship.

The writing of the dictation exercises of the first class is in a bold clear school-boy hand, I cannot, however, speak of it as good penman-

ship. In the copybooks it is of course better. On the whole I think there is room for improvement in the penmanship of the school.

The sums set in the different schools are given in the following Table with the numbers per cent. of the boys in each of the three classes of each school who worked them correctly. These sums were worked hastily in the hurry of the examination. It would be unfair to give them as examples of the kind of sums they are capable of working. The boys of the first school have a thorough intelligence of all the rules of arithmetic and can solve arithmetical questions of great difficulty.

School.	Class.	Sum.	Number per Cent who did it right.
I.	1.	At what rate will the interest on 102*l.* 10*s.* amount to 12*l.* 13*s.* 8$\frac{1}{4}$*d.* in 2$\frac{1}{2}$ years?	94
	2.	Find the value of 3 cwts. 2 qrs. 27 lbs. 15 ozs. 12 drs. at 7*l.* per cwt.	42
	3.	If 3 persons are boarded 4 weeks for 7*l.* how long should 14 persons be boarded for 112*l.*?	67
II.	1.	If 1,100 men make 10 miles of railroad in 3 months how long will it take 2,750 men to make 75 miles?	90
	2.	Find the greatest common measure of 900 and 3,474.	78
	3.	Bring to a single fraction $5\frac{3}{4} + \frac{3}{5}$ of $7\frac{1}{3} + 8\frac{2}{15}$.	73
III.	1.	If a day be divided into 16 equal parts how many hours and minutes are there in each part?	60
	2.	In 13 square yards how many square inches?	85
	3.	How many lbs. of tea at 5*s.* 3*d.* per lb. will twice 2*l.* 7*s.* 3*d.* buy?	56
IV.	1.	Multiply 8009 by 809.	46
	2.	Multiply 444*l.* 4*s.* 4*d.* by 101.	80
	3.	What must be paid for 67 cwt. of sugar at 3*l.* 5*s.* 8*d.* per cwt.?	52

App. VI. No. 2.

School.	Class.	Sum.	Number per Cent. who did it right.
V.	1.	From 701*l.* 1*s.* 1*d.* take 111*l.* 11*s.* 11*d.*	93
	2.	Add 9*l.* 9*s.* 9*d.*, 3*l.* 3*s.* 3*d.*, 4*l.* 4*s.* 4*d.*, 5*l.* 5*s.* 5*d.*, 6*l.* 6*s.* 6*d.*, 7*l.* 7*s.* 7*d.*	93
	3.	From 708,090 take 99,891.	92
	4.	Add 103,405, 764,573, 127,205.	80
	5.	Add 304, 253, 322.	81

Geography. English history. English grammar.

Geography and English history are taught in the four first schools, and the boys of the first school have generally a good elementary knowledge of these subjects. Grammar is also taught but not with so much success.

Time table of the first class of the first school.

I append a copy of the time-table of the first class of the first school as a specimen of the division of studies.

Model drawing.

The model drawing of the boys is highly commended by the Rev. Mr. Kingsley, the Council's examiner in drawing. Indeed he has been so much pleased with some of the drawings of the boys that he has himself generally given prizes to them. Mr. Kenworthy is the master of model drawing. Vocal music is taught by Mr. Martin and by the students of the normal school. The singing of some of the classes is excellent. All the boys learn music and some of them are proficients in instrumental music, of which the goodness of the asylum band affords the best evidence.

The number of boys who leave the asylum every year is on the average 96. Of these—

43, being 45 per cent., are (when they leave) in the 1st school.
33 „ 34 „ „ „ 2nd „
16 „ 15½ „ „ „ 3rd „
5 „ 5 „ „ „ 4th „

It may therefore be taken as a summary of the results obtained, that one half the boys when they leave have reached a standard of attainment equal to that of the most advanced boys in a middle class school of the best kind, being a larger proportion probably than are accustomed to leave such schools with that degree of attainment. Of the rest who leave, one third have reached about the standard of the most advanced boys in a national school. The remaining sixth are of the class of dull or incorrigibly indolent boys, on whom a great deal of labour has to be expended with a very inadequate result.

I have, &c.
Henry Moseley.

Model Schools.—Royal Military Asylum.

TIME TABLE.

1st Class.—1st School.

Morning.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
$9\frac{1}{4}$ to $9\frac{3}{4}$	Bible Lesson or Book VI.	Bible Lesson or Writing.	Bible Lesson or Multiplication Tables.	Bible Lesson or St. Paul's Travels.	Bible Lesson or English History.	Bible Lesson.
$9\frac{3}{4}$ to $10\frac{1}{4}$	Composition.	Grammar.	Gen. Geography.	Composition or Etymology.	Composition.	Nat. Philosophy or Book VI.
$10\frac{1}{4}$ to $10\frac{3}{4}$	Ment. Arithmetic.	Euclid.	Grammar.	British Empire.	Grammar.	Arithmetic. ($\frac{3}{4}$ hour.)
$10\frac{3}{4}$ to $11\frac{1}{2}$	Read and learn Poetry.	Arithmetic.	Arithmetic.	Dictation.	Arithmetic.	Recreation.

Afternoon.

2 to $2\frac{1}{2}$	Arithmetic. ($\frac{3}{4}$ hour.)	English History.	Music.	Arithmetic. ($\frac{3}{4}$ hour.)	Drawing.	Recreation.
$2\frac{1}{2}$ to 3		Writing.	Ditto.		Ditto.	Ditto.
3 to $3\frac{1}{2}$	Gen. Geography. ($\frac{3}{4}$ hour.)	Book VI.	Recreation.	Euclid. ($\frac{3}{4}$ hour.)	Recreation.	Ditto.

APP. VI.
No. 3.

APPENDIX VI.—No. 3.

ROYAL HIBERNIAN MILITARY SCHOOL.—Report of Examiners for Crimean Banquet Fund Prizes, December 1866.

Office of National Education, Dublin,
7th December 1867.

SIR,

We have the honour to enclose the tabulated summary of the answering of the senior division of boys in the Royal Hibernian Military School examined by us on the 3d, 4th, and 5th instant, for the Crimean Banquet Fund Prizes.

Having had the pleasure of discharging a similar duty last year, we are in a position to speak with confidence not only of the proficiency of the pupils generally, but also of the progress made within the year by such of them as were examined by us on each occasion; and we feel much gratification in being able to assure you that, in both respects, the results of our examination have been eminently satisfactory.

A considerable portion of the examination was carried on, as usual, by means of written exercises, which were executed with a degree of accuracy and neatness scarcely to be expected from so young a class of pupils.

The excellence of the reading and penmanship, and the expertness which the pupils displayed in solving arithmetical exercises, both written and *vivâ voce*, merit our highest commendation.

We have no difficulty in recording our opinion that the state of instruction in the classes we examined continues of a high order; and is such as to reflect great credit upon the skill and assiduity of Mr. Gibbons the head master.

We desire again this year to bring under your notice the orderly demeanour and propriety of conduct exhibited by the pupils while under examination.

We have, &c.

(Signed) M. FITZGERALD.
WILLIAM R. MOLLOY.

Lieut.-Colonel Wynyard, Commandant,
Royal Hibernian Military School.

APPENDIX VII.—No. 1. APP. VII. No. 1.

LECTURES.

MEMORANDUM by MR. MCLEOD.

Lectures. The returns from the several stations show that 2,153 lectures were delivered to the troops in the winter of 1866–67, and 1,921 lectures in 1867–68. Fewer lectures appear to have been given during the season of 1867–68 than during 1866–67, but there are several stations at home and abroad from which no returns have as yet been received for the season 1867–68. When the returns are fully made up it is believed that there will not be any actual decrease in 1867–68, when compared with 1866–67.

Of the lectures for 1866–67, 71 were given by officers, 82 by chaplains and others, and 1,460 by army schoolmasters, and of the 1,901 lectures for 1867–68 the numbers given by officers, chaplains, and army schoolmasters were respectively 78, 74, and 1,127.

In addition to the experimenal and illustrated lectures, 2,932 in number, there were given 520 readings and concerts in 1866–67, and 622 in 1867–68. These entertainments were for the most part also given or conducted by army schoolmasters. In the appendix will be found programmes of the pieces read and the songs sung at some of the stations.* In the following list the letters R and C placed after the names of the stations denote respectively readings and concerts.

	1866–67.		1867–68.	
Aberdeen	R.	C.	R.	C.
Aden	R.	—	—	—
Aldershott	R.	C.	R.	C.
Athlone	—	C.	—	—
Ballincollig	R.	C.	—	—
Barbadoes	R.	C.	R.	—
Belfast	—	—	R.	—
Buttevant	—	—	R.	—
Brantford	R.	—	—	—
Channel Islands	—	—	R.	—
Chatham	—	—	—	C.
Chester	—	—	R.	C.
Colchester	R.	C.	R.	C.
Cork	R.	—	—	—
Curragh Camp	—	—	R.	C.
Devonport	R.	C.	—	—
Dover	—	—	R.	—
Dublin	R.	C.	—	—
Edinburgh	R.	C.	—	—
Enniskillen	—	—	R.	C.
Fredericton	R.	—	R.	—
Gibraltar	R.	C.	R.	C.
Kilkenny	—	—	R.	—
Kingston, Ontario	R.	—	R.	—
King William's Town	R.	—	—	—
Limerick	R.	C.	R.	C.
London, Ontario	—	—	R.	C.
Maidstone	R.	—	—	—

* These have been omitted.

APP. VII. No. 1.

	1866–67.		1867–68.	
Malta	—	C.	R.	C.
Manchester	R.	C.	R.	C.
Mauritius	—	C.	—	—
Meerut	—	—	R.	—
Montreal	R.	—	R.	C.
Newcastle, Jamaica	R.	C.	—	—
Ottawa	R.	—	R.	C.
Parkhurst	R.	—	R.	—
Piers Hill	—	C.	—	—
Portsmouth	R.	—	R.	C.
Preston	—	—	—	C.
Quebec	R.	C.	R.	C.
Regent's Park	—	C.	—	—
R. V. Hospital	R.	C.	—	C.
Sealkote	R.	C.	—	—
Secunderabad	—	—	R.	—
Shoeburyness	—	—	R.	C.
Shorncliffe	R.	—	—	—
St. John, N.B.	R.	—	R.	—
Sydney	—	C.	—	—
Toronto	—	—	R.	—
Walmer	R.	—	R.	—
Warley	R.	—	R.	—
Wellington Barracks	—	C.	—	—
Winchester	—	—	—	C.
Windsor	R.	—	R.	C.
Woolwich	R.	—	R.	C.
York	—	—	R.	—

On comparing the report for 1865–66 with the present one it will be seen that there is a large increase in the number of readings and concerts during the years 1866–67 and 1867–68. It may now be confidently stated that these entertainments are essential parts of that system which provides for the instruction and the amusement of the troops both at home and abroad.

In addition to the works mentioned in the last report, Moxon's Penny Readings and Cassell's Illustrated Penny Readings can be recommended both for their cheapness and their intrinsic merits.

At nearly all the stations songs, glees, or instrumental music formed an integral part of the lecture or reading. The following extracts show the importance attached by commanding officers to the readings and the vocal and instrumental accompaniments, whilst the character of the entertainments may be gathered from the series of programmes in the appendix.

"The readings were much enjoyed by the men, and were attended by "the officers in great numbers and by the leading people of Quebec."

"The readings were a series of 'Penny Readings,' given by the "officers, non-commissioned officers, and men of the garrison, under the "superintendence of the chaplain, the Rev. E. L. Walsh, B.A. They "were of a mixed character, comprising readings from various authors, "recitations, singing, and musical entertainments, and were highly "successful."

"Selections of music by the band of the 16th regiment, and songs "by teachers and soldiers were given at each entertainment. The "readings were selected from the works of the most popular authors.

" The lectures and readings were often attended by the officers of the " garrison and their families."

" I consider that the greatest credit is due to Schoolmaster Foster for " the trouble he has taken to render the readings attractive to the men. " They have been always well attended, and were a great source of " amusement during the winter months. I have attended several, and " consider that his selections have been judicious and his readings " extremely good."

" All the lectures and entertainments were exceedingly well attended " by officees and their families, non-commissioned officers, soldiers, and " their families. The greatest attendance was 840, the smallest atten- " dance 500 persons. Singing and music at all the entertainments, " the singing including glees, songs, &c., the music selections by band, " piano, and violin. The order and attention at all times excellent. " All the entertainments, with the exception of one, were given by " Schoolmaster Porter."

The number of experimental lectures given in 1866-67 amounted to 136, and in 1867-68 to 133. Lectures of this description must be limited in number, because apparatus is only supplied to stations where there is a permanent school, and where the schoolmaster is fully qualified to give lectures on experimental science. There is, however, a yearly increase in the number of such stations. In 1863-64 there were 12, in 1867-68 there were 25 stations at which lectures were delivered on scientific subjects.

Scientific lectures were given at the following stations during the last two years :

1. Aberdeen.
2. Aldershott.
3. Athlone.
4. Bangolore.
5. Brighton.
6. Canterbury.
7. Chatham.
8. Colchester.
9. Cork.
10. Curragh.
11. Devonport.
12. Dover.
13. Gibraltar.
14. Hounslow.
15. Kingston, Ontario.
16. Manchester.
17. Parkhurst.
18. Piers Hill.
19. Portsmouth.
20. Sheerness.
21. Sheffield.
22. Shoeburyness.
23. The Tower.
24. Winchester.
25. Woolwich.

It has been considered advisable to give the *titles* of some of the lectures delivered without the aid of the magic lantern, because it is not only instructive to peruse the titles employed but the reader can also form an idea of the *nature* of the lecture, and of its fitness for those for whose benefit these aids to improvement were designed. The titles are arranged under the heads of A., B., and C. Those under A. were experimental lectures, those under B. were illustrated by means of diagrams, coloured prints, sketches on the black board, &c., and those under C. were for the most part not illustrated. The list could have been easily extended, but a sufficient number has been given to enable the reader to form an estimate of their character and suitableness.

A. Electrical Toys.
Light and the Eye.
Electro-magnetism.
Curiosities of Chemistry.
Explosive Compounds.
Table rapping.

APP. VII.
No. 1.

Magic and Mystery.
Noxious Gases.
Gunpowder and its proposed substitutes.
Our Earth.
Properties of Air.

B. Playing at Soldiers.
Uniforms of all ages.
The British Soldier in India.
Arms, equipment, and uniform of the British army.
General Neill's military career, with anecdotes of the British soldier in olden and modern times.
Marlborough's victories.
The records of our regiment.
Sir Henry Havelock.
Campaigning experience.
Projectiles used in war.

C. How to take care of No. 1.
A 1 at Lloyd's.
Busybodyism.
Giants and giant killers.
Man—the food he eats.
The struggle of man with nature.
Food and drink in relation to health.
Strong drink in its relation to crime.

Since the issue of the last report additional sets of slides for magic lantern lectures have been supplied to Aldershott, Gibraltar, Mauritius, Malta, Barbadoes, Canada, Halifax, and Sydney; apparatus for lectures on chemistry, electricity, &c. to Kingston, Manchester, Chatham, Devonport, Gosport, Canterbury, Sheerness, Colchester, Portsmouth, Woolwich, Royal Canadian Rifles, Aberdeen, Fort Brockhurst, and Plymouth; oil lanterns to Montreal (2), Cahir, and Newcastle-on-Tyne; and lanterns fitted with apparatus for the oxycalcium light to Sandhurst (2), Dover, Dublin (2), Walmer, Wellington Barracks (2), Brighton, Chester, and Portland. Lanterns for dissolving views were supplied to those stations against which the figure 2 is placed.

In addition to the slides in circulation extra boxes were forwarded on application to Chatham, York, Woolwich, Warley, the Royal Military College, Royal Victoria Hospital, Limerick, Aberdeen, Shoeburyness, Windsor, and Portsmouth. These additional sets were required chiefly for the amusement of the children attending the regimental schools on fête days and at Christmas time.

There are now 53 stations at home and 26 abroad, exclusive of those in India, where lectures are regularly delivered to the troops during six months of each year. To provide pictorial illustrations for the magic lantern lectures at these stations there are 6 sets of diagrams and 65 boxes of slides in circulation, and new sets of slides on history, geography, &c. are in preparation to meet the increasing demands.

Slides on the following subjects have been added during the last two seasons:—Australia and the Australians, the Victoria Cross Gallery, Medals of the British army, South America, the Discoveries of Grant, Speke, and Baker, Switzerland and the Swiss, Views in Ireland, Homes without Hands, Views in Scotland, the French Revolution, and also

slides to illustrate the stories of Hans in luck, the Sultan and the Monkey, the Waits of Bremen, Dame Perkins, John Gilpin, and Robinsoe Crusoe.

Lectures to the troops may now be considered as one of the established means for the mental and moral improvement of the soldier, and that these lectures are beneficial, that they induce the men to read and to inquire, that they tend to elevate their character, are facts that cannot be disputed.

The annexed extracts from the reports of lectures show that the men highly appreciate the means provided for their instruction and amusement.

"The lectures were very popular with the men."

"The lectures were very instructive and pleased the men very much."

"The lectures gave great satisfaction, and were duly appreciated by "the large numbers that attended."

"The lectures have been very popular and beneficial, combining "amusement for the non-commissioned officers and men in barracks "with much useful information."

"The non-commissioned officers and men of the H Battery, 9th "brigade, Royal Artillery, to mark their appreciation of the lectures "delivered to them presented a silver inkstand bearing a suitable in-"scription to Schoolmaster Runcieman."

It is gratifying to mark the success of the lectures, the readings, and the musical entertainments; and the tabulated results of the lectures and the favourable reports of commanding officers bear testimony to the zeal, the industry, and the ability of the army schoolmasters during the last two years.

PP. VII.
No. 2.

APPENDIX VII.—No. 2.

STATEMENT of LECTURES given to the TROOPS in the Winter of 1866-67.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings and Concerts.	Total No.	Estimated No. at each Lecture.
Aberdeen	—	4	8	4[1]	16	98 to 140
Aden	—	—	3	3	6	25 „ 80
Aldershott	4	—	209	71[2]	284	38 „2000
Athlone	—	—	14	9	23	20 „ 60
Ballincollig	—	4	9	—	13	80 „ 100
Bangalore	—	—	3	—	3	171 „ 230
Barbadoes	—	—	20	9	29	500 „ 840
Belfast	—	—	7	—	7	30 „ 60
Brantford, C.W.	—	—	9	6	15	184 „ 367
Buttevant	—	—	10	—	10	50 „ 230
Cahir	—	—	15	18[3]	33	60 „ 200
Canterbury	—	—	15	—	15	70 „ 250
Chatham:						
St. Mary's Barracks	—	—	10	—	10	45 „ 95
1st Depôt Battalion	—	—	54	—	54	33 „ 125
2nd Depôt Battalion	—	—	18	—	18	77 „ 197
Chelsea Barracks	—	—	—	31	31[4]	500
Colchester:						
King's Drag. Guards	—	—	2	—	2	23 „ 60
4th and 8th Dep. Batt.	2	4	25	3	34	100 „ 300
Cork	—	—	11	—	11	80 „ 300
Curragh Camp	2	—	64	—	66	84 „ 170
Devonport	4	6	59	12	81	40 „ 200
Dover	1	3	18	—	22	40 „ 220
Dover Castle	1	1	7	—	9	46 „ 220
Dublin	—	2	44	16	62	40 „ 350
Edinburgh Castle	—	—	24	15[5]	39	24 „ 90
Edinburgh, Leith Fort, and Piers Hill.	—	—	50	19[6]	69	30 „ 300
Fermoy	—	1	10	—	11	80 „ 200
Fredericton:						
22nd Regt., 1st Batt.	3	—	3	—	6	150 „ 200
15th Regt., 1st Batt.	—	—	5	2	7	30 „ 40
Gibraltar	—	—	70	12	82	30 „ 290
Glasgow	—	—	12	24[7]	36	30 „ 80

[1] Two lectures by Dr. Longman, one by Dr. Beveridge, and readings by Staff Sergeant M'Phee.

[2] Thirty-four concerts, four theatrical performances, and 33 readings.

[3] Eighteen theatrical performances.

[4] The 31 concerts by the non-commissioned officers and men of the battalion.

[5] One reading by Sergeant Major Allen, and 14 concerts by Rev. J. Millar. There were in addition 16 microscopical exhibitions.

[6] Concerts and readings by Rev. J. Millar, Sergeant-Major Allen, Bandmaster Devine, and Corporal Black; Serjeant Moran, Acting Schoolmaster, gave two lectures.

[7] Twenty-four theatrical performances.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings and Concerts.	Total No.	Estimated No. at each Lecture.
Halifax, N.S.	—	—	11	—	11	50 to 120
Hamilton, C.W.	—	—	13	14[1]	27	40 „ 400
Kingston, C.W.	3	—	22	—	25	50 „ 192
King William's Town, Cape:						
1st Batt. 10th Foot	—	—	8	8	16	55 „ 300
Cape Mounted Rifles	—	—	—	13	13	120
Limerick	—	24[2]	2	1	27	20 „ 350
London, St. George's Bks.	—	—	3	—	3	75 „ 80
London, C.W.	—	—	11	—	11	150 „ 200
Maidstone	—	—	13	—	13	20 „ 52
Malta	12	—	14	6	32	50 „ 400
Manchester:						
39th Regiment	—	—	3	—	3	250 „ 360
1st Dragoons	—	—	8	7	15	140 „ 250
54th Regiment	—	—	9	6	15	50 „ 300
Mauritius:						
2nd Batt. 22nd Regt.	—	1	10	1[3]	12	80 „ 380
32nd Light Infantry	—	—	9	—	9	70 „ 95
2nd Batt. 13th Lt. Inf.	—	—	18	—	18	45 „ 120
Montreal, C.E.:						
4th Batt. Rifle Brigade	—	—	9	—	9	45 „ 120
Royal Artillery	—	1	14	—	15	60 „ 130
1st Batt. 25th Regiment	—	—	7	16[4]	23	80 „ 160
Newcastle, Jamaica	—	—	2	—	2	300 „ 400
Ottawa	3	1	—	—	4[5]	12 „ 40
Parkhurst	—	—	9	—	9	58 „ 300
Pembroke Dock	—	—	15	—	15	50 „ 300
Piers Hill	—	—	18	3	21	60 „ 100
Portsmouth	—	3	70	24[6]	97	40 „ 319
Preston	—	—	9	12[7]	21	30 „ 150
Quebec:						
Citadel	1	—	18	43[8]	62	58 „ 240
30th Regiment	—	—	11	5	16	90 „ 180
Royal Artillery	25	—	3	—	28	100 „ 280
Regent's Park	—	1	3	2	6	79 „ 370
Royal Military College	1	1	5	—	7	40 „ 150
R. Victoria Hospital, Netley	4	—	8	11[9]	23	100 „ 350
Royal Hibernian Schools	—	—	4	—	4	200
Royal Military Asylum	—	—	20	—	20	200 „ 250
Scalkote	—	6	10	16	32	
Sheerness	—	—	16	6[10]	22	28 „ 230

[1] Fourteen theatrical performances.
[2] Concerts, readings, &c. by Rev. Mr. Wright and Rev. Dr. Wilson.
[3] Concert by officers and bandmaster.
[4] Four readings by Colour Sergeant Pilkington.
[5] Lectures by Dr. Van Courtlandt, Professor Webster, Captain Lee, and Rev. Mr. Johnson.
[6] Twelve of these were theatrical performances.
[7] Twelve theatrical performances.
[8] Forty-one readings and two concerts.
[9] Two readings by Sergeant-Major Rawlins, three by Sergeant Webb, and one theatrical performance by amateurs of the Army Hospital Corps.
[10] Theatrical performances by officers and men of the regiment and superintended by Schoolmaster Lowman.

APP. VII. No. 2.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by School-masters.	Readings and Concerts.	Total No.	Estimated No. at each Lecture.
Sheffield	1	—	14	—	15	75 to 210
St. John's, N.B.	—	—	—	5	5	180
Shorncliffe	—	—	52	18	70	40 „ 350
Sydney	—	16[1]	2	4	22	40 „ 180
Templemore	—	2[2]	6	—	8	20 „ 300
The Tower	—	—	6	—	6	80 „ 90
Toronto:						
Parliament Buildings	—	—	6	—	6	150 „ 300
4th Brigade, R.A.	—	—	3	—	3	30 „ 120
2nd Batt. 17th Regt.	—	—	13	—	13	50 „ 260
13th Hussars	—	—	—	12[3]	12	300
4th Brigade, R.A.	—	—	16	—	16	20 „ 290
Troop Ship, Clyde	4	—	11	—	15	120 „ 150
Walmer	—	—	23	1	24	25 „ 200
Warley	—	—	23	10	33	73 „ 240
Wellington Barracks	—	—	2	3[4]	5	200 „ 330
Winchester	—	—	10	10	20	50 „ 220
Windsor:						
R.H. Guards	—	—	8	—	8	57 „ 70
2nd Batt. S.F.G.	—	—	7	6[5]	13	25 „ 120
Woolwich	—	1	57	3	61	45 „ 300
York	—	—	8	—	8	40

[1] Fourteen lectures on total abstinence by gentlemen from Sydney.
[2] One lecture on temperance by Dr. Lees of Leeds.
[3] Twelve theatrical performances by non-commissioned officers and men.
[4] Three concerts by Battalion Glee Class.
[5] Six readings by Captain Gascoigne.

APPENDIX VII.—No. 3.

NAMES of ARMY SCHOOLMASTERS who have given LECTURES during the Season of 1866–67.

Stations.	Lecturers.	No. of Lectures, &c.
Aberdeen	T. Anderson	8.
Aden	Burton	3 and 3 readings.
Aldershot	Short	14, 4 concerts, and 4 theatrical entertainments.
	McLean	32 and 2 concerts.
	Rogers	32, 3 concerts, and 5 readings.
	Hickling	36 } These include 6 concerts and 22 readings.
	Bell	17 }
	Polden	3 }
	Burns	16 } and 15 concerts and 2 readings.
	Armstrong	2 }
	Wells	15.
	Compton	6.
	Williams	24 } including 3 concerts.
	Kavanagh	5 }
	R. Belling	12.
	Davies	10.
	Fletcher	23, including 1 concert and 2 readings.
Athlone	J. Pither	23, including 2 concerts and 7 theatrical performances.
Ballincollig	Atkinson	9.
Bangalore	W. Robinson	3.
Barbadoes	J. Porter	28, including 4 readings and 5 musical entertainments.
	J. Davis	1.
Belfast	G. Venn	7.
Brantford, C.W.	Rix	9 and 6 readings.
Buttevant	F. Alderton	10.
Cahir	Eldridge	15 and 18 theatrical performances.
Canterbury	Bolus	10.
	Coo	5.
Chatham	W. Gell	8.
	J. Dorman	2.
	Runcieman	53.
	Small	1.
	D. McIllheron	13.
	C. Wilson	5.
Colchester	Capon	2.
	Carnegie	10 and 2 readings.
	Ruggles	4.
	Harris	6.
	White	2.
	Raymond	3.

APP. VII. No. 3.

Stations.	Lecturers.	No. of Lectures, &c.
Cork	R. Kenny	9 and 2 readings.
Curragh	Newsom	34.
	Moore	19.
	Stewart	3.
	Kenny	2.
	Polden	6.
Devonport	W. Savage	20.
	Colquhoun	13.
	McElwee	9.
	Fryer	12.
	Wells	5.
Dover	Stewart	9.
	Cochrane	12.
	Mahoney	2.
	Baskerville	2.
Dublin	J. Barnes	17.
	Allen	2 and 5 concerts.
	Holland	5 and 6 readings.
	Shipman	9 and 5 readings.
	Moore	1.
	J. Newsom	10.
Edinburgh, Leith Fort, and Piers Hill.	Robertson	42.
	Fowler	23.
	James	7.
	Sergeant Moran, Acting Schoolmaster.	2.
Fermoy	James McLean	10.
Fredericton	W. R. Hall	3.
	J. Williams	5 and 2 readings.
Gibraltar	W. H. Stubbs	15 and 1 reading.
	M. A. Black	12 and 2 readings.
	C. M. Fleming	14 and 1 reading.
	R. Pell	7 and 2 concerts.
	J. Boland	13 and 1 reading.
	Sch. Serjeant Vaughan	9 and 5 concerts.
Glasgow	W. Bryan	12.
Halifax, N.S.	Mallory	5.
	Green	5.
	Hazard	1.
Hamilton, C.W.	E. Bramhall	13.
Kingston, C.W.	McLean	12.
	Mallandain	10.
King William's Town, Cape.	J. G. Kidd	8 and 8 readings.
	Schoolm., Cape Mounted Rifles.	13 readings.
Limerick	Henderson	2 and assisted at 24 in addition given by the chaplain.
London, Saint George's Bks.	A. Thomson	3.

Stations.	Lecturers.	No. of Lectures, &c.
London, C.W.	Jones	8.
	Davison	3.
Maidstone	S. H. Goadby	13.
Malta	Scarlett	5 } and 6 concerts by Hebb, Wonnacott and O'Connor.
	Murray	4
	Hebb	2
	Myles	3
Manchester	A. Parsons	3.
	J. Gilbert	8 } and 13 concerts and readings.
	J. Bell	8
	Kirke	1.
Mauritius	Ship	10.
	Davies	9.
	J. Beresford	18.
Montreal, C.E.	J. Little	26.
	Major	3.
	Hamilton	1.
Newcastle, Jamaica.	R. C. Stapley	2 and 1 concert.
Parkhurst	T. Carson	5.
	W. Stevenson	3.
Pembroke Dock	Sheffield	8.
	McArdle	7.
Piers Hill	W. James	17.
Portsmouth	R. Kirk	12.
	Bass	12.
	Annett	7.
	Palmer	17 and took part in 6 readings and 2 theatrical performances.
	W. Brown	8 and took part in 8 theatrical performances.
	McMahon	8.
	Moran	6.
Preston	T. Earp	9.
Quebec	J. H. Foster	24, 40 readings, and 2 concerts.
	R. Waters	11, 4 readings, and 1 concert.
Regent's Park	J Pollard	3.
Royal Military College.	Keley	5.
Royal Victoria Hospital, Netley.	A. Cooper	8,
Sealkote	Hanley	10.
Sheerness	Lowman	16 and superintended 6 theatrical performances.
Sheffield	R. Bateman	11.
	J. A. Smears	3.

APP. VII. No. 3.

Stations.	Lecturers.	No. of Lectures, &c.
Shorncliffe -	E. Giles - - -	16 and 2 readings.
	W. McEwen - -	24 and 3 readings.
	J. Compton - -	6.
	A. Wilson - - -	4.
	W. Gooding - -	10 and 1 prologue.
Sydney - -	J. Gunn - - -	2.
Templemore and Malta:	Murray - - -	4.
	Sergeant Inst. Russell -	2.
The Tower -	W. H. Bird - -	6.
Toronto - -	F. Ward - - -	6.
	Wicks - - -	3.
	Stockham - -	29.
Troop Ship Clyde	Pither - - -	11.
Walmer - -	D. McKay - -	16.
	D. Morrison - -	5 and 1 reading.
	C. Hicks - - -	3.
Warley - -	Ruffle - - -	16.
	Howard - -	7.
Wellington Bks.	W. Minnion - -	2.
Winchester -	G. Rice - - -	10.
Windsor - -	Loftus - - -	8.
	J. Chambers - -	7.
Woolwich -	J. Grant - - -	24.
	Thacker - -	13.
	Stanton - - -	16.
	Gooding - - -	4.
York - - -	H. Hunt, Act. Schoolmaster	8.

APPENDIX VII.—No. 4.

APP. VII. No. 4.

STATEMENT of LECTURES given to the TROOPS in the Winter of 1867–68.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings and Concerts.	Total Number.	Estimated Number at each Lecture.	
						Adults.	Children.
Aberdeen	—	6[1]	9	16	31	84 to 165	15 to 26
Aldershot	26[2]	14	115	63	218	20 „ 590	8 „ 104
Athlone	—	—	5	—	5	40 „ 220	50 „ 80
Barbadoes:—							
2nd Battalion, 16th Regt.	—	—	18	2	20	120 „ 720	20 „ 150
4th West India Regt., &c.	—	—	7	2	9	250 „ 300	30 „ 50
Belfast	—	1	2	6	9	20 „ 70	35 „ 70
Brantford, C.W.	1	—	8	—	9	20 „ 70	15 „ 30
Brighton	—	—	16[3]	—	16	15 „ 92	6 „ 20
Buttevant	—	—	3	25[4]	28	80 „ 140	50 „ 60
Canterbury	—	—	12	—	12	40 „ 139	12 „ 70
Channel Islands	—	—	6[5]	4[5]	10	21 „ 30	—
Chatham:—							
1st Depôt Battalion and Military Train.	—	—	54	4	58	36 „ 230	36 „ 80
St. Mary's Barracks	—	3	14	—	17	80 „ 200	—
2nd Depôt Battalion	—	—	27	—	27	60 „ 182	—
Chester	—	—	6	10	16	40 „ 200	20 „ 50
Colchester	—	4	29	26	59	85 „ 170	15 „ 30
Cork	—	—	9	—	9	50 „ 100	30 „ 100
Curragh Camp	—	—	45	10	55	30 „ 220	7 „ 40
Devonport	—	—	42	8	50	12 „ 130	12 „ 150
Dover:—							
2nd Batt., 5th Fusiliers	—	1	7	1	9	29 „ 100	25 „ 80
Various Brigades	—	3	18	1	22	20 „ 100	24 „ 100
27th and 49th Regiments	—	—	2	—	2	30 „ 100	10 „ 67
The Castle	—	1	6	—	7	20 „ 40	25 „ 100
Edinburgh Castle	—	—	7	—	7	40 „ 99	—
Enniskillen	—	—	—	9	9	—	—
Fermoy	—	—	6	—	6	5 „ 180	20 „ 25
Fredericton, N.B.	1	—	—	1	2	40	20

[1] Six lectures by Dr. Beveridge, Rev. Dr. Longmuir, Rev. W. Keay, A. Laing, Esq., and Messrs. Stewart and Clark; and fourteen readings by Staff-Sergeant McPhee, musketry instructors Lonsdale and Wishart.

[2] Lectures by Dr. Pope, M. Zamoiski, Professors Hamilton, Fredericks, St. George, and Sergeant Gairthwait; readings and concerts by officers' ladies, &c. of Royal Artillery, 68th Light Infantry, 98th Regiment, 54th Regiment, Royal Engineers, 43rd Regiment, 4th Dragoon Guards, 80th and 56th Regiments.

[3] Five lectures by Miss Robinson.

[4] Six readings by Colonel Ingall, C.B., and other officers, non-commissioned officers, and men; and 19 theatrical performances.

[5] Two lectures by Corporals Wilson and Marshall; and four readings by Lieut. Weymiss, R.A., Rev. Mr. Dobré, and Dr. Cummings, R.A.

APP. VII. No. 4.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings and Concerts.	Total Number.	Estimated Number at each Lecture.	
						Adults.	Children.
Gibraltar	—	—	38	4	42	70 to 150	12 to 60
Glasgow	—	1	8	1	10	14 „ 50	11 „ 43
Halifax, N.S.	1	—	6	—	7	50 „ 112	12 „ 40
Hamilton, Canada	—	—	2	—	2	60	10
Hong Kong	—	—	6	—	6	60 to 170	—
Hounslow	—	—	7	—	7	36 „ 180	45 to 60
Kilkenny:—							
E Battery, 9th Brigade, R. Art., &c.	5	—	1	14 [1]	20	40 „ 200	5 „ 40
1st Battalion, 17th Foot	—	—	4	—	4	20 „ 140	50 „ 80
Kingston, Ontario	—	—	14	1	15	11 „ 101	10 „ 70
Limerick	—	14 [2]	3	4	21	40 „ 350	20 „ 30
London, Ontario	—	—	22	7	29	60 „ 120	40 „ 50
Maidstone	—	—	16	—	16	6 „ 50	11 „ 40
Malta:—							
1st Battalion, 8th Regt.	—	—	9	6 [3]	15	40 „ 300	—
R. Artillery and R. Engnrs.	4 [4]	—	1	—	5	100 „ 500	—
1st Batt., 14th Regiment	—	—	8	1	9	40 „ 130	—
87th Fusiliers	—	—	6	1	7	85 „ 200	—
Manchester	3	—	10	25 [5]	38	10 „ 300	30 to 90
Meerut	—	—	7	6	13	150 „ 250	—
Montreal:—							
78th Highlanders	—	—	13	—	13	30 „ 200	—
1st Battalion, 60th Rifles	—	—	10	4	14	50 „ 100	—
Royal Artillery	—	—	24	—	24	50 „ 120	—
1st Battalion, 16th Foot	—	—	11	8 [6]	19	30 „ 400	—
100th Regiment	—	—	11	2	13	50 „ 300	—
Newcastle-on-Tyne	—	—	7	—	7	5 „ 20	29 to 31
Ottawa, Ontario	—	—	31	134 [7]	165	23 „ 91	6 „ 20
Parkhurst	—	6 [8]	6	26 [9]	38	70 „ 900	20 „ 40
Pembroke Dock	—	—	15 [10]	—	15	60 „ 150	—
Pier's Hill	—	—	8	—	8	13 „ 100	—
Portland	—	—	8	—	8	12 „ 30	24 to 30
Portsmouth, Gosport, &c.	—	7	72	39 [11]	118	36 „ 295	4 „ 60
Preston	—	—	6	16	22 [12]	40 „ 120	10 „ 30

[1] Five readings and nine theatrical entertainments.
[2] Rev. Mr. Wright nine lectures, and five by Rev. Mr. Wright and schoolmaster R. Armstrong.
[3] Six musical entertainments and readings by Colonel McCrea, Capt. Lewis, and the men of the Regiment.
[4] Four readings by officers of Royal Artillery and Royal Engineers.
[5] Twenty readings, two concerts, and three theatrical entertainments.
[6] Eight theatrical entertainments by the theatrical company of the battalion under the management of the schoolmaster.
[7] Thirty-two readings by Rev. T. Phillips, and one by Capt. Huyshe.
[8] Six lectures by Messrs. Newman, Cooper, and Holme.
[9] Sixteen theatrical performances.
[10] One lecture by Mr. Kennedy, H.M.'s ship "Revenge."
[11] Seventeen theatrical performances.
[12] Eleven theatrical performances.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings and Concerts.	Total Number.	Estimated Number at each Lecture.	
						Adults.	Children.
Quebec :—							
30th Regiment	4	—	12 [1]	3	19	40 to 225	3 to 72
3rd Brigade, R.A.	8	—	—	4 [2]	12	50 „ 90	—
Royal Military College	—	—	1	3	4	30	20
Royal Victoria Hospital	7	—	6	5	18	40 to 230	12 to 70
Royal Military Asylum	—	—	20	—	20	—	200 „ 250
Secunderabad	6	—	—	—	6	120 to 250	—
Sheerness	—	—	18	16 [3]	34	12 „ 220	25 to 111
Sheffield	—	—	10 [4]	—	10	95 „ 240	—
Shoeburyness	11 [5]	3	4	10	28	80 „ 1500	—
Shorncliffe :—							
10th D. B. and G. Staff	—	—	14	10	24	110 „ 230	25 to 65
7th Dragoon Guards	—	—	3	—	3	150 „ 200	40 „ 60
12th Depôt Battalion	—	—	9	—	9	90 „ 400	30 „ 150
St. John, N.B.	—	—	—	2	2	180	—
St. John's, Newfoundland	—	—	3	—	3	27 to 63	14 to 66
Sydney, N.S.W.	—	7	4	—	11 [6]	70 „ 140	10 „ 26
Toronto, Ontario :—							
Head Quarters, and Detachments of 2nd and 17th Regiments.	—	—	17	1 [7]	18	80 „ 263	40 „ 157
4th Brigade, R.A.	—	—	23	—	23	54 „ 348	48 „ 132
H.M.'s Gun Boat "Heron."	—	—	6	—	6	46	—
13th Hussars	—	—	17	9	26	20 to 250	10 to 30
Walmer	—	—	10	1	11	83 „ 300	—
Warley	—	—	20	12	32	75 „ 240	—
Wellington Barracks, London	—	—	12	—	12	80 „ 130	—
Wellington, New Zealand	1	—	14	—	15	35 „ 85	—
Winchester	—	—	10	12 [8]	22	60 „ 115	25 to 40
Windsor	—	—	7	12	19	97 „ 500	18 „ 78
Woolwich	—	3	32	29 [9]	64	20 „ 760	10 „ 110
York	—	—	12	6	18	12 „ 70	40 „ 50

[1] One lecture by Lance-Corporal J. Webb.
[2] Readings by Sergeant-Major Stanton and the officers of the Royal Artillery; and eight lectures by Sergeant-Major Stanton, R.A.
[3] Sixteen theatrical performances.
[4] One lecture by Mr. Harbourne.
[5] Lectures by Colonel Eardley Wilmot, officers, &c. There were also six lectures on metals and six on gunpowder by Messrs. Spiller and Brown of the Royal Arsenal, Woolwich.
[6] There were, in addition, thirty-one lectures, &c. on temperance by Captain Doran and gentlemen from Sydney.
[7] One reading by Lance-Corporal Cashin.
[8] Eleven theatrical performances.
[9] Fourteen concerts and nine theatrical performances.

APP. VII. No. 5.

APPENDIX VII.—No. 5.

NAMES of ARMY SCHOOLMASTERS who have given LECTURES during the Season of 1867–8.

Stations.	Lecturers.	No. of Lectures, &c.
Aberdeen	T. Anderson	9.
Aldershott	Fowler	31 and 2 readings.
	Hickling	12 and took part in 14 readings.
	Lacey	10 and 2 readings.
	McLean	11 and 1 reading.
	McElwee	9.
	Moran	8 and took part in 5 readings.
	Hayes	7 and took part in 5 readings.
	Belling	5.
	Carson	5.
	Capon	4.
	White	3.
	Stewart	2.
	Howard	1 exhibition of comic slides.
	McMahon	4.
Athlone	R. Taylor	5.
Barbados	John Porter	18 and 2 readings.
	James Davies	7 and 2 readings.
Belfast	W. Gell	1.
	G. Venn	1.
Brantford, C.W.	A. McMahon	8.
Brighton	E. Rogers	4.
	T. E. Spiller	7.
Buttevant	F. Alderton	3.
Canterbury	Bolus	6.
	Spiller	4.
	French	2.
Channel Islands	C. Fletcher	4.
Chatham	A. Runcieman	54 and took part in 4 concerts.
	Bacon	4.
	A. Parsons	12.
	Kenny	2.
	D. McIlherron	20.
	Halfpenny	7.
Chester	J. B. Compton	1.
	Halfpenny	5.
Colchester	Carnegie	12 and 9 readings.
	Bell	8 and 8 readings.
	Marshall	5 and 8 readings.
	McCormick	4.

Stations.	Lecturers.	No. of Lectures, &c.
Cork	J. Burns	7.
	J. Wells	2.
Curragh Camp	G. Robertson	38.
	E. Shipman	2 and 2 concerts.
	W. Gell	3.
	W. Woodward	1 and 2 concerts.
	C. Coo	3.
	Weller	1 reading.
Devonport	Savage	21.
	Fryer	11.
	Winter	8.
	Astbury	2.
Dover	J. W. Stewart	6.
	J. A. Smears	11.
	Cochrane	12.
	Matthews	4.
Edinburgh Castle	R. C. Stapley	7.
Enniskillen	Geo. Holland	4 concerts and 1 reading.
Fermoy	Gooding	1.
	Polden	4.
	Mackinder	1.
Fredericton, N.B.	W. R. Hall	1 reading.
Gibraltar	E. K. Macartney	8.
	W. Stubbs	7 and 1 reading.
	M. A. Black	2.
	W. M. Arthur	9 and 3 concerts.
	J. Boland	4.
	J. W. Gilmore	2.
	Bell	4.
	McCormick	2.
Glasgow	G. B. Hamilton	6.
	Sch. Asst. Eskrigge	1.
Halifax, N. S.	Green	4.
	Hazard	2.
Hamilton, Canada	P. H. Clarke	1.
	Act. Sch. T. Downey	1.
Hong Kong	G. Green	6.
Hounslow	G. Annett	7.
Kilkenny	White	1.
	Colquhoun	4.
Kingston, Ontario	McLean	6.
	Mallandain	8 and 1 reading.
Limerick	R. Armstrong	3, 2 concerts, 2 readings, and took part in 5 lectures.
London, Ontario	Jones	12 and took part in 5 readings.
	Davison	10.
Maidstone	S. H. Goadby	12 and 4 exhibitions of dissolving views.

APP. VII. No. 5.

Stations.	Lecturers.	No. of Lectures, &c.
Manchester	Bass	1.
	Belling	2.
	Brown	4.
	Scholvien	3.
Meerut	Attwell	7 and 6 readings.
Malta	Wonnacott	8.
	Murray	4.
	Wheeler	2.
	Scarlett	3.
	Moore	1 and 1 reading.
	Boland	6 and 1 reading; given to the regiment at Gibraltar.
Montreal	Little	44.
	Fleming	7.
	Hebb	4 and 4 concerts.
	Myles	4.
	Bramhall	5.
	Hopkins	5 and 1 reading.
Newcastle-on-Tyne.	Ship	7.
Ottawa, Ontario	J. H. Foster	31 and 99 readings.
Parkhurst	McLean	6.
Pembroke Dock	Th. Sheffield	14.
Piers Hill	F. Lowry	8.
Portland	Berresford	8.
Portsmouth, Gosport, &c.	R. Kirk	10.
	Brown	8.
	Palmer	20.
	Walker	7.
	Thane	3.
	Carthew	6.
	Bacon	4.
	Hobbs	8.
	Burgham	6.
Preston	Earp	6.
Quebec	R. Waters	11.
Royal Military College.	Keley	1.
Royal Victoria Hospital, Netley.	A. Cooper	6.
Sheerness	Lowman	15.
	Astbury	3.
Sheffield	Bateman	9
Shoeburyness	T. W. Smith	2.
	Actg. School-master Serg. Abbott.	2.

Stations.	Lecturers.	No. of Lectures, &c.
Shorncliffe -	McKay - - -	4.
	McEwen - -	5.
	Langford - - -	2.
	Kearns - - -	2.
	Wroughton - - -	3.
	Burgham - - -	9.
St. John, N. B.	W. Levitson - -	2 readings.
St. John's, Newfoundland.	C. Hicks - -	3.
Sydney, N.S.W.	J. R. Gunn - - -	4.
Toronto, Ontario	S. Stockham - - -	63.
	Flood - - -	1.
Walmer - -	McKay - - -	1.
	Giles - - -	4.
	Rix - - -	5 and 1 reading.
Warley - -	C. Stanton - - -	4.
	T. Ruffle - - -	6.
	S. Howard - - -	6.
	A. Douthett - -	4.
Wellington Barracks, London.	Bird - - -	12.
Wellington -	Shannon - - -	14.
Winchester -	G. Rice - - -	8.
	W. Myatt - -	2.
Windsor - -	W. Richardson - -	7 and 1 reading.
Woolwich -	J. Grant - - -	13.
	W. Thacker - -	8.
	E. H. Rogers - - -	6.
	C. Stanton - -	3.
	E. Bacon - - -	2.
York - -	W. Stevenson - -	12.

Note.—A return of lectures was received from St. Helena too late for insertion in the Fourth Report of the Council. This return shows that five lectures illustrated by the lantern had been given during 1865-66 by Sergeant Edwards of the 1st Battalion, 10th Regiment. In like manner eight lectures and one reading had been given during the same season to the Ordnance Corps at King William Town, Cape of Good Hope, by Schoolmaster Kidd; while at the same place eleven lectures by Schoolmaster Northway and one by Lt. Poole, R.A., had been delivered to the men of the Cape Mounted Rifles.

APP. VIII. No. 1.

APPENDIX VIII.—No. 1.

LIST OF ARMY LIBRARIES, 1867-8.

GARRISON LIBRARIES.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1868.	No. of Volumes circulating during the Year 1867-8.	Contributions from Recreation Room Funds. £	s.	d.
Aberdeen	6	1,108	4,206	16	9	8
Adelaide	3	498	1,037	3	2	9
Alderney	3	495	2,006	5	5	9
Aldershot	101	8,613	26,990	104	11	3
Ashton	5	277	132	2	5	0
Athlone	11	1,691	5,437	17	17	6
Ayr	2	320	2,809	7	18	9
Bahamas	—	126	—		—	
Ballincollig	3	649	2,633	4	10	0
Barbadoes	14	2,505	2,023	22	5	6
Bathurst	2	501	100	8	2	0
Belfast	6	1,290	2,947	10	3	6
Bermuda	13	2,064	4,323	19	17	6
Birmingham	2	537	723	6	6	3
Birr	2	1,510	2,566	3	10	0
Brighton	4	398	1,450	7	19	8
Burnley	2	541	211	8	10	1
Bury	4	298	514	2	18	4
Buttevant	6	1,384	2,647	14	7	6
Cahir	3	510	1,398	12	3	0
Canterbury	12	2,521	2,728	31	8	0
Cape Coast Castle	4	411	343	13	3	0
Cape Town	14	1,667	800	23	18	6
Ceylon	20	4,005	7,330	35	12	6
Chatham	42	6,075	30,220	42	0	0
Chester	5	441	996	4	10	0
Chichester	5	118	—	1	5	0
Clonmel	4	521	1,442	13	5	0
Colchester	32	2,257	5,860	45	6	11
Cork	20	2,019	2,673	28	5	2
Coventry	2	340	777	9	9	7
Curragh	54	4,132	11,525	53	9	0
Demerara	2	941	120	2	0	0
Devonport	26	4,092	6,246	27	18	4
Dorchester	1	462	705	4	12	6
Dover	25	2,865	4,637	24	8	4
Dublin	69	7,351	9,280	82	15	0
Dundalk	7	514	2,105	15	18	0
Edinburgh Castle	10	1,471	2,665	21	16	7
Edinburgh, Piershill	3	1,095	1,750	13	13	0½
Enniskillen	3	743	1,975	9	12	5
Exeter	—	408	—		—	
Fermoy	18	2,019	4,677	26	18	0
Fort Beaufort	6	676	1,441	17	3	2

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1868.	No. of Volumes circulating during the Year 1867-8.	Contributions from Recreation Room Funds. £	s.	d.
Fort George, N.B.	6	442	1,873	8	12	6
Fredericton, N.B.	10	841	3,346	10	0	0
Gibraltar	50	5,709	10,599	70	18	4
Glasgow	5	1,550	3,376	15	13	0
Graham's Town	10	489	1,646	23	1	10
Guernsey	3	1,244	691	7	11	7
Halifax, N. S., Citadel	10	1,202	4,121	19	3	0
Halifax, N.S., Wellington Barracks	10	1,172	5,878	19	0	0
Hamilton, Canada	10	1,118	2,066	12	5	6
Hamilton, N. B.	4	494	1,361	12	4	0
Hong Kong	15	2,067	3,450	24	3	0
Horfield	5	159	106		—	
Hounslow	6	653	3,409	21	0	0
Ipswich	—	533	—		—	
Isle of Man	Detachm[t]	488	394	1	2	9
Jamaica	19	2,234	3,689	27	13	6
Jersey	5	1,126	3,100	14	3	0
Kilkenny	5	828	2,630	12	0	0
King William's Town	14	1,629	1,270	21	17	6
Kingston, Canada	10	1,304	1,354	19	8	0
Kinsale	6	691	700	5	0	0
Leeds	4	292	105	1	0	0
Limerick	13	2,600	3,507	22	11	0
Liverpool	—	343	—		—	
London (Tower)	Warders	498	569	1	19	4
London, Canada	—	700	—		—	
Londonderry	3	320	702	6	1	10½
Longford	2	490	911	5	2	6
Maidstone	2	804	1,685	11	3	0
Malta	60	6,312	11,926	62	10	0
Manchester, Hulme Barracks	5	785	217	13	18	6
Manchester, Salford ditto	10	1,407	4,167	17	13	8
Mauritius	20	2,115	1,490	26	3	0
Melbourne	6	713	2,224	6	0	0
Montreal	47	2,239	7,758	47	0	0
Mullingar	2	858	1,920	10	7	0
Naas	2	85	417	1	0	0
Natal	5½	852	400	3	13	9
Newbridge	11	887	3,019	20	8	0
Newcastle-upon-Tyne	4	775	721	9	14	4
Newfoundland	3	781	2,147	17	9	6
Newry	4	704	2,018	10	4	0
Norwich	2	274	—		—	
Paisley	2	562	747	4	8	6
Parkhurst	13	2,301	11,580	34	18	0
Pembroke	17	2,044	2,711	26	15	0
Perth	2	520	572	6	17	9
Portsmouth	55	6,884	7,417	62	11	3½
Portland	6	341	4,489	12	1	6
Preston	14	1,745	12,279	34	10	7
Quebec	20	1,659	1,913	30	14	3
Sheffield	13	1,682	6,517	22	3	0
Shorncliffe	29	3,796	10,492	30	6	0
Sierra Leone	6	529	154	10	2	11

APP. VIII.
No. 1.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1868.	No. of Volumes circulating during the Year 1867–8.	Contributions from Recreation Room Funds. £	s.	d.
Spike Island	8	1,134	2,613	10	4	2
Stirling	3	1,296	3,086	9	19	6
St. Helena	6	1,219	3,776	16	14	10½
St. John, New Brunswick	11	1,247	6,566	59	3	7
St. Lucia	—	636	—		—	
Sunderland	3	483	373	4	10	8
Sydney	6	2,030	3,197	10	3	6
Templemore	3	1,357	1,832	5	4	6
Toronto, Canada	24	1,140	2,566	34	18	4
Tralee	—	176	—		—	
Trinidad	2	1,116	1,642	12	15	0½
Tynemouth	3	508	252	1	15	0
Walmer	12	1,630	2,930	18	6	8
Warley	6	3,405	5,702	28	6	1
Waterford	5½	807	795	14	13	0
Weedon	4	857	1,927	12	12	7
Weymouth	5	385	1,033	10	11	6
Winchester	15	1,775	9,411	23	8	0
Woolwich	6	689	1,236	16	13	0
Yokohama	10	1,144	800	19	3	0
York	8	1,287	1,000	10	17	6
Total Garrison	1,302	169,669	373,895	2,051	6	8½

Royal Artillery Libraries.

Alderney	1	398	916	2	13	6
Aldershot	2	600	1,623	0	13	2
Barbadoes	1	915	618	1	0	0
Bermuda	2	489	1,193	1	7	0
Dover	7	998	6,809	18	3	10
Dublin	2	1,473	1,218	3	9	6
Gibraltar	8	1,730	4,233	25	0	8½
Halifax, N. S.	3	1,500	3,700	8	5	6
Jamaica	2	407	20	2	0	0
Jersey	1	522	1,023	1	6	9
Leith Fort	1	800	1,972	2	5	8
Malta	8	1,588	6,170	25	4	0
Mauritius	2	710	713	5	5	10
Plymouth	7	1,324	4,656	17	0	4
Portsmouth	5	927	3,739	13	17	5
Quebec	3	977	1,909	14	3	3
Sheerness	5	1,399	8,684	17	0	7
Shoeburyness	4	1,038	5,715	24	16	2
Shorncliffe	3	977	3,077	0	17	2
St. Helena	2	1,040	2,826	34	5	10
Woolwich, Non-Commissioned Officers	19	5,676	19,950	60	1	5
Woolwich, Gunners		3,969	15,522	2	4	4
Total Royal Artillery	88	29,457	96,286	281	1	11½

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1868.	No. of Volumes circulating during the Year 1867-8.	Contributions from Recreation Room Funds.
Royal Engineer Libraries.				
				£ s. d.
Aldershot	4	692	2,549	5 13 0
Bermuda	3	286	1,129	15 10 0
Chatham	8	2,281	7,848	6 10 6
Dublin	1	2,057	1,172	15 18 0
Guildford	1	1,117	383	4 6 4
Halifax, N.S.	2	548	1,499	11 19 11
Inverness	1	696	412	5 14 11
King William's Town	2	633	2,490	7 5 4
Malta	2	842	2,753	24 16 11
Mauritius	2	791	673	2 13 0
Portsmouth	1	363	84	0 4 0
Southampton	1	1,364	995	14 16 8
Woolwich	2	482	630	3 3 0
Total Royal Engineer Libraries	30	12,452	22,590	118 11 2
Total Garrison	1,302	169,669	373,895	2,051 6 8½
Total Royal Artillery	88	29,457	96,286	281 4 11½
Total Royal Engineer	30	12,152	22,590	118 11 2
General Total	1,420	211,278	492,771	2,450 19 10

APP. VIII.
No. 2.

APPENDIX VIII.—No. 2.

NOTES on the WORKING of the GARRISON LIBRARY and RECREATION ROOMS at CANTERBURY for the Year ending the 31st December 1865.

The strength of the cavalry depôt at the above date was 971 of all ranks.

The number of subscribers to the recreation room was 589 (*i.e.* 3 out of every 5 of the garrison were subscribers. In the second report by the Council of Military Education, published on the 1st October 1864, 2 out of every 3 of the garrison were subscribers).

On the 20th March 1866 the number of subscribers was 597, and was composed as follows:

13	officers.
8	staff.
48	sergeants.
56	corporals.
472	privates.
597	

The number of letters written during the year 1865 was 7,300.

The amount of money received at the bar during the year was 103*l.* 15*s.* 10*d.*

The average daily attendance taken for one week was 124.

The expenditure for the library during the years 1865 and 1864 was as follows:

	1865. £ s. d.	1864. £ s. d.
Expenditure:		
Binding and repairs	7 0 5	6 3 1
Purchase of books	9 16 9	7 16 2
Librarian's pay	9 2 6	9 3 0
Stationery	0 13 3	1 2 4
Overcharges for books damaged	0 3 6	1 5 4
	26 16 5	25 9 11

	1865. £ s. d.	1864. £ s. d.
Receipts:		
Contributions	10 10 0	11 0 0
For books lost or damaged	3 10 1	11 12 11
For librarian's pay	9 2 6	9 3 0
	23 2 7	31 15 11

The number of books in the library was 2,478. They were classed as follows:

Class.	Subject.	Number of Volumes.	Number of Times the Volumes were issued during 1865.
A	Books of Reference - -	51	—
B	Biography - - -	227	5
C	Military and naval - -	231	178
D	Voyages and travels -	312	166
E	Entertainment and fiction -	500	4,694
F	Poets and poetry - -	84	105
G	General literature - -	526	368
H	Science and natural history -	149	57
I	Sacred and serious subjects -	155	10
K	Magazines and periodicals -	202	358
***	Books to assist in the preparation of lectures and not for general circulation -	41	—
	Total - - -	2,478	5,951

The books in class A (books of reference) were not allowed to be taken out of the library.

Of class B (biography) only the following books were taken out during the year:

"The Life of Luther," once.
"The Life of Napoleon Buonaparte," once.
"The Autobiography of a Working Man," once.
"The Life of Philip Musgrave," twice.

Of class C (military and naval)—

"Soldiering in Sunshine and Storm" was taken out 19 times.
"Famous Regiments of the British Army," 9 times.
"Our Soldiers," 7 times.
"The Use and Application of Cavalry in War," 7 times.
"Siborne's Waterloo Campaign," 6 times.
"Medal's of the British Army," 6 times.

Of class D (voyages and travels), the following books were the most in request:

"Shooting in the Himalayas."
"Wild Sports of Southern Africa."
"The Zoolu Country."
"Inglis's Journey through Ireland."
"Discovery and Adventure in the Polar Seas."
"Hudson's Bay, or Every-day Life in the Wilds."

The Canterbury garrison consisting of cavalry depôts and the depôt of the Cape Mounted Rifles a preference was generally shown in classes C and D, for books on "Cavalry and Cavalry Tactics," and "India" and "Southern Africa."

Of class E (entertainment and fiction), the tales and novels of Sir Walter Scott, Bulwer, Dickens, Marryat, Cooper, James, Lever, Ainsworth, Miss Austen, and Grant were the most read.

The library had two complete sets of the works of Sir Walter Scott, of whose novels the "Fair Maid of Perth," (41), "The Pirate," (32), and "The Heart of Mid-Lothian," (31), were the favourites.

App. VIII. No. 2.

The other authors named were not so fully represented, but, judging from the selection made from such of their works as the library possessed, the following seemed to be the most in demand:—"My Novel," (31), "Pelham," (21), "Pickwick," (32), "David Copperfield," (26), "Jacob "Faithful," (21), "Japhet in search of a Father," (25), "Mansfield "Park," (39), "Harry Lorrequer," (23), "Henry of Guise," (23), "The Miser's Daughter," (29), and "Whitefriars," (27).

The book in this class most sought after was Edgar Poe's "Tales of "Mystery and Imagination." There were two copies in the library, and, together, they were taken out 45 times in the course of a year.

Thackeray's "Esmond" was taken out 23 times, whilst "Vanity "Fair" was only taken 13 times. "Maurice O'Twiney, the Soldier "of Fortune," 28 times.

Novels with a sensational title, such as "Matrimonial Shipwrecks," "Marriage," "Destiny," "Nearer and Dearer," "Fatherless Fanny," "The Lottery of Life," "Too Clever by Half," and "The Electric "Telegraph of Fun" were constantly asked for.

Of class F (poets and poetry) "The Ingoldsby Legends," (12), "Burn's Poems," (10), "Baillie's Dramas," (8), "Lalla Rookh," (9), were most read. Then the "Plays" of Ben Jonson (6), and Massingberd and Ford, (5). "Paradise Lost" was taken out 5 times.

Of class G (general literature), "The War," by Russell, (13), "Nar- "rative of the Siege of Lucknow," (11), "Wild Sports of India" (10), "Twelve Years of a Soldier's Life in India," (9), "Four Year's Service "in India," (7), "The Iron Mask," (10), "Canterbury in the olden "Times," (10), and "Politics for the People," (6), were the most read, whilst "The Curse of Britain" was asked for three times, and "Baker "on Intemperance" twice, "Our Drinks," the "Use and Abuse of "Alcoholic Liquor," and "Lectures to Young Men," (3 vols.), were never taken out at all.

Of class H (science and natural history), "Anecdotes of Horses," "Anecdotes of Animals," "The Thunderstorm," "Mines and Mining," "Laws of Motion and Mechanics" were the most read, but neither of these books was taken out of the library more than *four* times.

Of class I (sacred and serious subjects), the following books only were read:—"Philosophy of Religion," (1), "Soldier's Help," (2), "Taylor's Holy living and dying," (1), "Blunt's Lectures on the "History of Jacob," (1), "Butler's Analogy of Religion," (1), "Letters "on Happiness," (2), "Guide to the Lord's Supper," (1), "Companion "to the Bible," (1).

Of class K (magazines and periodicals), the most in demand were Messrs. Chambers Works; the "Penny Magazine" in preference to the "Saturday Magazine," the "Leisure Hour," "All the Year Round," "Sharpe's Magazine," "Cornhill Magazine," and "Bentley's Miscellany."

T. R. Maynard,
Chaplain to the Forces.

APPENDIX IX.

LIST of REGIMENTAL RECREATION ROOMS, 1867–8.

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
1st Life Guards	Windsor.	*		
2nd „	Regent's Park.	*		
Royal Horse Guards	Hyde Park.	*		
1st Dragoon Guards	Aldershot	2	Yes	291
2nd „	Bombay.			
3rd „	Ditto.			
4th „	Aldershot	2	Yes	374
5th „	Colchester	1	Yes	216
6th „	Dublin	1	Yes	434
7th „	Shorncliffe.			
1st Dragoons	Longford	2	Yes	171
2nd „	Dundalk	2	Yes	282
3rd Hussars	Hounslow	2	Yes	312
4th „	Bengal.			
5th Lancers	Ditto.			
6th Dragoons	York	2	Yes	344
7th Hussars	Bengal.			
8th „	Manchester	2	No	126
9th Lancers	Cahir	1	Yes	229
10th Hussars	Newbridge	2	No	329
11th „	Bengal.			
12th Lancers	Dublin	1	Yes	299
13th Hussars	Toronto	1	No	288
14th Hussars	Piershill	2	No	492
	Hamilton	2	No	
	Perth	1	No	
15th Hussars	Birmingham	1	No	299
	Coventry	1	No	
	Norwich	1	No	
16th Lancers	Madras.			
17th „	Brighton	1	Yes	233
18th Hussars	Madras.			
19th „	Bengal.			
20th „	Ditto.			
21st „	Ditto.			
Military Train	Aldershot	3	Yes	357
	Curragh	1	Yes	174
	Dublin	1	Yes	105
	Woolwich	2	No	105
Grenadier Guards, 1st Batt.	London	2	No	477
„ „ 2nd „	Ditto	2	No	673
„ „ 3rd „	Dublin	2	Yes	605
Coldstream Guards, 1st „	Windsor	1	Yes	527
„ „ 2nd „	Chelsea	1	No	396
Scots Fusil. Grds., 1st „	Tower	1	No	680
„ „ 2nd „	Chelsea	1	No	494

* No recreation rooms.

APP. IX.

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
1st Foot, 1st Batt.	Madras.			
„ 2nd „	Bombay.			
2nd Foot, 1st „	Ditto.			
„ 2nd „	Athlone	2	Yes	358
3rd Foot, 1st „	Bengal.			
„ 2nd „	Dublin	1	Yes	272
4th Foot, 1st „	Abyssinia.			
„ 2nd „	Halifax, N.S.	1	Yes	415
5th Foot, 1st „	Bengal.			
„ 2nd „	Dover	2	No	172
6th Foot, 1st „	Bombay.			
„ 2nd „	Edinburgh	2	No	363
7th Foot, 1st „	Bengal.			
„ 2nd „	Bury	1	No	151
8th Foot, 1st „	Malta	2	Yes	456
„ 2nd „	Aldershot	2	Yes	318
9th Foot, 1st „	King William's Town	1	No	152
„ 2nd „	Japan	1	No	449
10th Foot, 1st „	Cape of Gd. Hope	1	Yes	325
„ 2nd „	Madras.			
11th Foot, 1st „	Bengal.			
„ 2nd „	Graham's Town	1	No	192
12th Foot, 1st „	Devonport	2	No	280
„ 2nd „	Bengal.			
13th Foot, 1st „	Gibraltar	1	Yes	470
„ 2nd „	Portland	1	No	423
14th Foot, 1st „	Malta	1	Yes	449
„ 2nd „	Melbourne	1	Yes	186
15th Foot, 1st „	St. John, N.B.	3	No	680
„ 2nd „	Gibraltar	1	Yes	482
16th Foot, 1st „	Montreal	2	Yes	435
„ 2nd „	Barbadoes	1	No	231
	Trinidad	2	No	
17th Foot, 1st „	Curragh	2	Yes	653
„ 2nd „	Toronto	1	Yes	247
18th Foot, 1st „	Chester	1	No	285
„ 2nd „	New Zealand.			
19th Foot, 1st „	Bengal.			
„ 2nd „	Burmah.			
20th Foot, 1st „	Devonport	1	No	171
„ 2nd „	Natal	1	No	354
21st Foot, 1st „	Enniskillen	2	No	262
	Newry	2	Yes	
„ 2nd „	Madras.			
22nd Foot, 1st „	Fredericton	1	No	450
„ 2nd „	Newcastle	1	Yes	149
23rd Foot, 1st „	Bombay.			
„ 2nd „	Newport	1	No	263
24th Foot, 1st „	Malta	1	Yes	544
„ 2nd „	Burmah.			
25th Foot, 1st „	Glasgow	2	Yes	460
	Paisley	2	No	
	Ayr	2	No	

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
25th Foot, 2nd Batt.	Bengal.			
26th Foot	Abyssinia.			
27th „	Dover	1	No	44
28th „	Belfast	2	Yes	250
29th „	Hamilton, C.W.	2	Yes	612
30th „	Quebec	2	Yes	538
31st „	Malta	2	Yes	461
32nd „	Mauritius	1	Yes	396
33rd „	Abyssinia.			
34th „	Portsmouth	1	Yes	347
35th „	Ditto	2	No	173
36th „	Bengal.			
37th „	Ditto.			
38th „	Ditto.			
39th „	Dublin	2	Yes	177
40th „	Aldershot	2	Yes	349
41st „	Bengal.			
42nd „	Stirling	1	No	152
43rd „	Aldershot	2	No	377
44th „	Kilkenny	1	No	394
45th „	Abyssinia.			
46th „	Bengal.			
47th „	Halifax	1	Yes	356
48th „	Fermoy	2	Yes	309
49th „	Bombay.			
50th „	Sydney	1	Yes	266
51st „	Aldershot	3	Yes	356
52nd „	Limerick	2	Yes	349
53rd „	London, C.W.	2	Yes	346
54th „	Aldershot	2	No	362
55th „	Bengal.			
56th „	Waterford	2	Yes	174
57th „	Aldershot	2	Yes	245
58th „	Bengal.			
59th „	Ceylon	2	Yes	243
60th Rifles, 1st Batt.	Montreal	2	Yes	451
„ 2nd „	Bengal.			
„ 3rd „	Madras.			
„ 4th „	London, C.W.	2	Yes	513
	Bermuda	1	Yes	489
61st Foot	Cork	2	Yes	655
62nd „	Dublin	2	Yes	267
63rd „	Malta	1	No	346
64th „	Kinsale	2	Yes	297
65th „	Jersey	1	No	444
66th „	Curragh	2	Yes	220
67th „	Manchester	1	No	391
68th „	Brantford	1	Yes	396
69th „	Ashton	2	Yes	149
70th „	Fermoy	2	Yes	331
71st „	Dublin	2	Yes	278
72nd „	Hong Kong	1	Yes	320
73rd „	Gibraltar	2	No	341
74th „	Ditto	1	Yes	291
75th „				

APP. IX.

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
76th Foot	Madras.			
77th „	Bengal.			
78th „	Montreal	1	No	587
79th „	Bengal.			
80th „	Aldershot	2	No	315
81st „	Cork	2	Yes	362
82nd „	Bengal.			
83rd „	Gibraltar	1	Yes	406
84th „	Jamaica	2	Yes	425
85th „	Curragh	2	Yes	491
86th „	Mauritius	1	Yes	458
87th „	Malta	2	No	427
88th „	Bengal.			
89th „	Dublin	1	Yes	337
	Mullingar	2	Yes	
90th „	Bengal.			
91st „	Madras.			
92nd „	Bombay	2	Yes	509
93rd „	Bengal.			
94th „	Dover	1	No	—
95th „	Bombay.			
96th „	Ditto.			
97th „	Portsmouth	2	Yes	346
98th „	Aldershot	2	Yes	405
99th „	Cape Town	1	Yes	223
	St. Helena	1	No	
100th „	Montreal	2	Yes	445
101st „	Bengal.			
102nd „	Madras.			
103rd „	Bengal.			
104th „	Ditto.			
105th „	Ditto.			
106th „	Ditto.			
107th „	Ditto.			
108th „	Bombay.			
109th „	Bengal.			
Rifle Brigade, 1st Batt.	Ottawa	1	No	602
„ 2nd „	Devonport	2	Yes	369
„ 3rd „	Bengal.			
„ 4th „	Weedon	1	Yes	329
West India Regiments, 1st	Bathurst	1	Yes	61
	Sierra Leone	2	Yes	246
„ „ 2nd	Cape Coast Castle	2	No	23
„ „ 3rd	Jamaica.			
„ „ 4th	Barbadoes	2	Yes	95
Ceylon Rifle Regiment	Ceylon	1	Yes	604
	Hong Kong	1	No	169
Cape Mounted Riflemen	King Wm's. Twn.	1	No	90
Royal Canadian Rifle Regiment	Chambly	1	No	65
	Isle Aux Noix	1	No	78
	Kingston	2	Yes	283
	St. John, C.E.	1	No	111
	Newfoundland	1	No	125

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
Royal Malta Fencible Artillery	Malta.	*		
Commissariat Staff Corps	Aldershot	2	Yes	134
	Dublin	1	Yes	57
Military Store Staff Corps	Woolwich	1	No	70
Military Labourers	Barbadoes	1	Yes	174
Depôt Battalions, 1st	Chatham.	*		
„ 2nd	Ditto.	*		
„ 3rd	Ditto	2	Yes	279
„ 4th	Colchester	2	Yes	374
„ 5th	Parkhurst	2	Yes	555
„ 6th	Walmer	2	Yes	344
„ 7th	Winchester	2	Yes	396
„ 8th	Colchester	3	Yes	545
„ 9th	Preston	3	Yes	856
„ 10th	Shorncliffe	1	Yes	302
„ 11th	Gosport	2	Yes	622
„ 12th	Shorncliffe	1	Yes	521
„ 13th	Pembroke	2	Yes	498
„ 14th	Sheffield	2	Yes	503
„ 15th	Aberdeen	1	Yes	280
	Fort George	1	No	133
Cavalry Depôt	Canterbury	2	Yes	723
Royal Horse Artillery.				
C Brigade	Aldershot	2	Yes	234
Ditto B Battery	Dorchester	1	No	138
Depôt	Maidstone	1	No	147
Royal Artillery.				
1st Brigade	Halifax	1	No	113
2nd „	Mauritius	1	No	99
3rd „	Montreal	1	Yes	178
4th „	Toronto	1	No	226
5th „	Madras.			
6th „	Portsmouth	2	Yes	234
7th „	Plymouth	2	Yes	208
	Pembroke	1	No	113
8th „	Bengal.			
9th „	Dublin	2	No	96
10th „	Malta	2	Yes	290
11th „	Shorncliffe	2	No	250
12th „	Gosport	1	Yes	348
13th „	Dover	2	Yes	205
14th „	Bombay.			
15th „	Gibraltar	2	No	379
16th „	Bengal.			
17th „	Woolwich.			
18th „	Bombay.			
19th „	Bengal.			
20th „	Madras.			
21st „	Bombay.			

* No recreation rooms.

APP. IX.

Regiment.	Where Stationed.	Number of Rooms.	Refreshments.	Number of Subscribers, Mar. 31, 1868.
22nd Brigade	Bengal.			
23rd „	Madras.			
24th „	Bengal.			
25th „	Ditto.			
Depôt Brigade—				
1st Division	Sheerness	2	Yes	430
3rd „	Warley	2	Yes	485
Detached Batteries	Alderney	1	No	70
	Aldershot	1	No	143
	Ballincollig	2	No	56
	Barbadoes	2	No	56
	Bermuda	2	No	108
	Devonport	2	No	142
	Fort George	1	No	21
	Guernsey	1	No	52
	Hochelaga	1	No	127
	Jamaica	1	No	68
	Jersey	1	No	67
	Kingston	2	Yes	144
	Leith Fort	1	No	117
	London, C.W.	1	Yes	153
	Newfoundland	1	No	86
	Quebec	2	Yes	228
	Shoeburyness	1	No	231
	St. Helena	1	No	136
	St. Helen's Island	2	Yes	74
	Tynemouth	1	No	14
	Woolwich—			
	Non-commis. officers	1	No	718
	Gunners	1	No	330
Royal Engineers.	Aldershot	2	Yes	384
	Bermuda	1	No	101
	Chatham	2	Yes	522
	Curragh	1	Yes	100
	Dover	1	No	82
	Dublin	1	No	10
	Halifax	1	No	143
	King William's Town	1	No	84
	Malta	2	Yes	186
	Mauritius	1	No	79
	Point Levis	2	No	160
	Portsmouth	1	No	43
	Southampton	1	No	73
	Weymouth	1	No	88
	Woolwich	1	No	62
	Total	-	-	59,647

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Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

SIXTH REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1870.

[C. 131.] *Price 1s. 2d.*

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SIXTH REPORT

BY THE

COUNCIL OF MILITARY EDUCATION

ON

ARMY SCHOOLS, LIBRARIES, AND RECREATION ROOMS.

THE Council of Military Education have the honour to submit to His Royal Highness the Field Marshal Commanding-in-Chief, and to the Right Honorable the Secretary of State for War, their Report on Army Schools, Libraries, and Recreation Rooms, for the years 1868 and 1869.

I.

SCHOOLMASTERS.

I. Schoolmasters.

On the 31st December 1869, the establishment of Schoolmasters stood thus:—

Under the New Regulations as to Pay, Pension and Promotion.

Superintending Schoolmasters - - -	12
Army Schoolmasters - - -	217

Under the Old Regulations.

1st class Schoolmasters - - -	11
2nd „ „ - - -	29
3rd „ „ - - -	1
Total - -	270

I. Schoolmasters.

As on the 31st March 1868 the establishment consisted of 259, there has been an increase of 11 schoolmasters.

There were also on the 31st December 1869 the following persons, who may be considered as being under training for the office of army schoolmaster, viz.:—

Students in the Normal and Model Schools at Chelsea - - - -	11	
Pupil-teachers in the above and in the Royal Hibernian Schools - - -	25	
Total		36

The casualties among the schoolmasters have been 21 in number, viz.:—

By discharge - - - -	11
By death - - - -	10

while the ranks have been recruited by 32 trained schoolmasters from the Royal Military Asylum.

The supply of candidates for the post of army schoolmaster appears to be adequate to the wants of the service.

Two-thirds of the students admitted during 1868 and 1869 to the Normal School at the Royal Military Asylum for the purpose of being trained, have been soldiers, while of those admitted as pupil teachers during the same period, three-fourths have been civilians.

Colonel Gleig reports favourably of the schoolmasters, as to their attention to their duties, as well as to their general good conduct, and the useful influence they exercise.

Mr. Vicars says that the conduct of the schoolmasters in Ireland is such as merits his warm approval and commendation.

Colonel Bellairs reports that the schoolmasters at Gibraltar have conducted themselves creditably, and that their commanding officers speak favourably of them.

Colonel McCrea speaks of the schoolmasters at Malta as a zealous, pains-taking class of men, very anxious to see their pupils take a high standard in the examinations.

Captain Dunn states that their conduct in Bengal has been all that could be desired.

II.

Schoolmistresses.

The establishment of schoolmistresses on the 31st December 1869 stood as follows:—

Trained Schoolmistresses.

Special	2
1st class	20
2nd class	41
3rd class	145
Total	208

Besides the above there were—

Pupil-teachers and assistant schoolmistresses	39
Monitresses	162
Acting and detachment schoolmisstresses	76
Total	277

Making a total of 485 persons engaged in conducting the infant and industrial schools of the army.

The inspectors and superintendents of army schools speak in favourable terms of the conduct and ability of the schoolmistresses as a body.

Colonel Gleig says that he has no reason to vary the favourable report which he has hitherto felt justified in making of the schoolmistresses, but he again calls attention to the disposition shown by many of them to entrust the giving of collective lessons to their monitresses. This practice is undoubtedly very objectionable, and the Council hope that commanding officers will discourage it as much as possible, and that superintending schoolmasters will, at their examinations, check all such irregularities if they still exist. Unless the schoolmistress is unavoidably absent, the monitress should attend solely to the class lessons, and to preserving order among the younger children; and the same remark applies in a great measure to pupil teachers, who may teach the more advanced children, but who should never be allowed to give collective lessons when a trained schoolmistress is present.

The difficulty of providing efficient pupil-teachers and monitresses in India is complained of, but it arises from local causes, and the Council are unable to suggest any means of supplying a defect which operates very injuriously upon the

II. Schoolmistresses. education of soldiers' children in that country. Captain Dunn states that although the employment of pupil teachers had been sanctioned by the local government, no candidates had come forward, as the rate of pay allowed for the first year was only that which is drawn by a monitress.

III.

Inspection of Schools.

III. Inspection of Schools. In April 1869 Mr. J. P. Sargeaunt was removed from the position of Assistant Inspector, and in the month of July Colonel Gleig was appointed Inspector of Army Schools in Great Britain; Mr. E. A. Vicars continuing to inspect the schools in Ireland.

The schools in Great Britain number about—

Adults	112
Grown children	116
Infant and Industrial	90

The following superintending schoolmasters are posted to the various stations:—

Superintending Schoolmaster	J. Belling, Aldershot.
,, ,,	C. Carnegie, do.
,, ,,	J. Grant, Woolwich.
,, ,,	T. Earp, London.
,, ,,	J. Stewart, Dover.
,, ,,	R. Kirk, Portsmouth.
,, ,,	W. Savage, Devonport.
,, ,,	W. Thacker, Manchester.
,, ,,	J. Little, Edinburgh.

The schools in Ireland numbered, on the 31st December 1869:—

Adults	36
Grown children	35
Infant and Industrial	35

Two superintending schoolmasters are posted to this district, viz.:—

Superintending Schoolmaster	J. Newsom, Dublin.
,, ,,	G. Robertson, Curragh.

Each of the above schools is examined at least once a year by the Inspector, or by one of the superintending schoolmasters; and when the former does not examine, he inspects a school which has been examined by the superintending schoolmaster.

Local inspectors of schools are appointed to Malta and Gibraltar. They are selected from the officers of the garrison, their inspectional charge of the schools being additional

to their staff or regimental duties. The salary is 3*s.* a day. The present inspectors are— III. Inspection of Schools.

Bt. Lieut. Colonel W. Bellairs, Assistant Adjutant-General, Gibraltar.

Lieut. Colonel McCrea, R.A., Malta.

In the dominion of Canada, Superintending Schoolmaster Stockham is specially appointed to the station of Toronto; but has been employed occasionally at the requisition of the Council of Military Education in visiting other Military schools in the provinces.

It will be seen from the above, that the number of superintending schoolmasters has been raised to 12 since the date of the Council's last Report. One of the officers newly appointed has been posted to Aldershot, and has relieved Mr. Belling of a portion of his too onerous duties at that camp. Another has been posted to the London district, and by the recall of Mr. Little from Canada, the Council have been enabled to appoint a superintending schoolmaster to Manchester.

No progress whatever has apparently been made towards amalgamating the Indian and Home establishments, nor have the Council any reason to think that the scheme they submitted on the 5th June 1863, has been passed by the Indian Government.

The superintendence of the schools of the Bengal Presidency, including the north-west provinces and the Punjab, still devolves upon Captain Dunn.* In Madras Lt. Colonel Laurie has been succeeded by Major Grove, and the schools of the Bombay Presidency have been inspected by Mr. W. Clifford since 1868, when Lt. Jacob obtained leave of absence. The Council have received no annual report from Mr. Clifford. Those of the superintendents of schools in the Bengal and Madras Presidencies will be found in Appendix II.

By the new arrangement referred to at the head of this section, the duty of examining the schools in Great Britain devolves upon the superintending schoolmasters, and the same system will ultimately be extended to Ireland. The inspector's duties are to visit every school in his district at least once a year, and to classify and recommend the award of certificates of education to non-commissioned officers and soldiers. On the receipt of applications from commanding officers, the inspector supplies the necessary questions for this purpose, naming at the same time the superintending schoolmaster to

* In Captain Dunn's report of the 29th October 1866, which was published in the Appendix to the Council's Fifth Report on Army Schools, it was stated, at p. 75 of that appendix, that the schoolmaster of the 7th Hussars was the only exception to his commendation of the schoolmasters in the Bengal Presidency. The regiment Captain Dunn intended to indicate was the 21st Hussars.

III. Inspection of Schools.

whom the candidates' answers are to be sent, and by whom they are to be examined before they are transmitted to the inspector.

Superintending schoolmasters may not examine any school more than once a year, except by special authority; they are not allowed to inspect detachment schools, and they must incur no expense in visiting out-stations without permission.

IV. State of Education in the Army.

IV.

State of Education in the Army.

The following table, showing the state of education in the army on the 1st January 1869, has been deduced from returns received from the Adjutant-General, of regiments and corps amounting to 168,712 men. The per-centage in the last column is taken from the Council's Report of 1868.

	Number returned.	Per-centage in 1869.	Per-centage in 1868.
Class 1. Who can neither read nor write.	15,207	9·00	9·46
„ 2. Who can read but not write.	15,263	9·04	10·59
„ 3. Who can read and write.	127,959	75·84	73·80
„ 4. Who have a superior degree of education.	10,283	6·09	6·14

This return does not include nine battalions of infantry and two regiments of cavalry, from which no returns have as yet been received.

The following table shows the proportion of "uneducated" among the several branches of the service, comprising under that term Classes 1 and 2 of the above table. The per-centages in the last six columns are taken from the Council's former Reports. The improvement is satisfactory.

Corps.	Classes 1 and 2, uneducated.						
	1868.	1867.	1866.	1865.	1864.	1860.	1858.
Cavalry	8·20	10·90	19·13	19·78	20·80	22·03	24·8
Royal Artillery	18·03	18·30	20·42	19·41	22·09	25·65	40·4
Royal Engineers	0·39	1·34	3·17	3·34	3·44	5·36	3·0
Military Train	23·44	24·37	24·30	38·62	35·06	42·37	32·6
Foot Guards	7·16	8·12	8·66	10·06	9·73	10·96	20·4
Infantry of the Line	21·01	23·54	33·99	35·71	36·40	45·62	44·6

Returns for 1868 have also been received from the Army Hospital Corps, the Commissariat Staff Corps, and the Military Store Staff Corps, showing that, except in the last

named where the per-centage is 4·06, there are no uneducated men in these departments. IV. State of Education in the Army.

A comparison of the per-centages of uneducated men, returned by Colonel (now Major-General) Lefroy in 1858, and by the Council in subsequent Reports, proves that in ten years the proportion of soldiers who can neither read nor write, or at the best can read without being able to write, has been reduced by fully one half.

The slow but steady progress which has been made since 1860 proves that the advance in elementary education is real.

V.

State of Education in the Adult Schools.

V. State of Education in Adult Schools.

A table showing the degrees of progress in the schools will be found in App. IV. The following is a summary of the reports sent in by the inspectors or superintending schoolmasters, and by regimental schoolmasters, respectively :—

		By Inspectors.	By Schoolmasters.	
Reading.	Learning to read	12·18	14·24	per cent.
	Easy Narratives	28·88	32·31	,,
	Books of General Information	58·91	53·42	,,
Writing.	Learning to write	30·44	31·36	,,
	Dictation from Easy Narratives	35·79	36·54	,,
	Do. from Books of general Information	33·77	32·10	,,
Arithmetic.	Learning to Cipher	34·47	36·64	,,
	Simple Rules	15·97	16·80	,,
	Compound do.	18·79	17·42	,,
	Reduction of Weights and Measures	14·39	13·34	,,
	Proportion, Practice, and Mess Accounts	11·96	11·48	,,
	Vulgar and Decimal Fractions	4·08	3·79	,,
	Higher Rules	0·31	0·54	,,

A comparison of these numbers with those given in former reports shows that some progress has been made, but it is not as great as might be desired.

Mr. Vicars supplies a very favourable report of the progress made in the schools in Ireland. He gives the following

V. State of Education in Adult Schools.

per-centages of those who have made progress, or "great progress," in the main subjects of instruction.

——	1868.	1869.	Number of Men examined.
Writing - - -	68 per cent.	76 per cent.	1,281
Dictation - -	55 „	67 „	1,223
Arithmetic - -	58 „	74 „	1,283

The increase in the number of men who belong to the higher standards, however, as compared with the number returned in 1868, is not as great as might have been reasonably expected from Mr. Vicars' report of progress.

VI.

VI. Attendance at Adult Schools.

Attendance at Adult Schools.

The following is an abstract of the Table given in Appendix III. No. 2, showing the number of men on the school books, and the average number of attendances in 1869:—

Corps.	Number of Corps.	Non-Commissioned Officers and Men on the School Books.	Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.
Cavalry and Military Train - -	34	2,567	184,835	72
Foot Guards and their Depôt - -	8	1,583	111,870	71
Infantry of the Line - - -	141	21,280	1,125,388	53
Depôt Battalions - - -	11	2,568	184,310	72
Artillery and their Depôts - -	38	5,550	334,256	61
Engineers - - - -	11	473	28,702	61
Colonial Corps - - - -	7	871	29,114	34
Miscellaneous - - - -	9	415	16,752	33
Total - -	259	35,307	2,015,227	

The irregularity of the attendance in the adult schools is still remarked upon by the inspectors, and the Council have little to add to their former observations on the subject. In many cases the duties are doubtless such as to render regular attendance at school impracticable, but in many also the attendance would be far more regular than it is if the instruction to be obtained were really valued by the men.

With respect to compulsory attendance there is much difference of opinion, and the following extracts from communications received by the Council deserve consideration in connexion with that subject.

Colonel Browne, commanding 2nd Battalion, 20th Regiment, writes from the Cape of Good Hope on the 3rd June 1869:—

"I have tried various arrangements at different times, and have now come to the conclusion that the soldier must be left wholly unfettered in respect to his education. I have dispensed as far as practicable with everything approaching to restrictions in the shape of parades of men or roll calls for school, and I have withdrawn all equivalents, or excusing men from other duties.

"I find as the result, a better general attendance and more real progress. The men feel that the school is open to them if they choose to go there, and that no other interest is consulted than their own benefit.

"I find that the desire to acquire the rudiments of education is by no means strong among soldiers, as a class.

"A few see the advantage and are glad of it, but the majority consider attendance at school as so much duty. I think, therefore, that it is of importance to remove everything that tends to give that impression.

"Indulgences, or, as I have called them, equivalents, do not generally answer. A large attendance may certainly be secured, but not a large number of 'students.'

The men look at it in this light, 'Is it less trouble to me to go to the afternoon parade or to sit in the schoolroom?'

"The schoolmasters are hampered with a number of men who are not really desirous of learning, and can give less attention to those who really desire improvement.

"I do not think that this advances education.

"Large attendances do not appear to me to be any real test of progress. I greatly prefer to see in the schools of my regiment moderate numbers of men who come freely and willingly, with a desire to improve themselves, and I find the number of these is increasing."

Captain Dunn, the Superintendent of Army Schools in Bengal, writes as follows:—

"The attendance of the great majority of adults, about 70 per cent. of the whole, continues to be compulsory. In three corps, the 20th Hussars, 1/6th, and 103rd regiments, the enforced attendance at school appeared to me to be carried to a point beyond which advantage could be expected. In the last-named regiment the system has been considerably modified since my visit. On the other hand, I would particularize the 7th Hussars as having a good attendance entirely voluntary."

It is most probable that a system which produces the best

VI. Attendance at Adult Schools.

result with one corps, would not do so with every other; that the success of the school of each regiment must be in a great measure dependent on the judgment of its commanding officer, and that no rigid regulation could yet be established. But the subject of army schools is now under the consideration of the Royal Commission on Military Education, and it is therefore unnecessary for the Council to allude any further in this report to the attendance of adults.

VII.

VII. Certificates of Education.

Certificates of Education.

A return of the certificates in possession of corps on the 31st December 1868 and 1869 respectively will be found in Appendix V., and the following table shows the number of certificates granted during the two years:—

	1st Class.	2nd Class.	3rd Class.	Total.
Colonel Gleig - -	20	472	2,023	2,515
Mr. Vicars - - -	129	372	475	976
*Colonel Bellairs, Gibraltar -	—	—	—	327
Colonel McCrea, Malta -	14	211	222	447
Superintending Schoolmasters in Canada - -	19	77	236	332
Superintendent, Bengal -	19	179	344	542
,, Madras -	56	64	148	268
,, Bombay -	No Returns received.			
Total -	257	1,375	3,448	5,407

* The Local Inspector of Schools at Gibraltar has not stated to what classes the certificates belonged which he awarded.

The total number of certificates of education in possession of non-commissioned officers and soldiers on the 31st December 1869 was—

1st class - - -	876
2nd class - - -	3,543
3rd class - - -	5,449
Total - - -	9,868

An important alteration in the manner of awarding certificates of education has been introduced since the date of the Council's last report on the schools. At p. xvi. of that report they remarked on the discrepancy between the awards of different inspectors, observing that it could hardly be accounted for by the varying conditions of preparation of the

candidates, but was probably due to differences in the style of examination papers, and in the mode of estimating the value of the answers. VII. Certificates of Education.

When, in 1869, Colonel Gleig was appointed inspector for the whole of England and Scotland, the Council took the opportunity of placing all the examinations for certificates of education in the United Kingdom under his control, with a view to securing greater uniformity.

A General Order, No. 100, dated 1st October 1869, an abstract of which has been given in Section III., was subsequently issued, defining the duties of the inspector or assistant inspector, and of the superintending schoolmasters, especially with respect to the examination of candidates for certificates; and the Council then suggested that greater effect might be given to the new system by requiring that all such examinations should be held periodically. This recommendation was carried out, and a General Order, published on the 14th January 1870, fixes the months of February and March and of August and September as those in which alone examinations for certificates may be held, except under particular circumstances.

Colonel Gleig considers that these examinations are calculated to produce a beneficial effect upon the character of the instruction given in army schools, and that a spirit of emulation on this head is growing up among schoolmasters as well as among their pupils.

This feeling may, however, render it necessary to guard against the danger of schoolmasters devoting their time and attention to those pupils who are most likely to do them credit in this respect, and neglecting those who have no prospect of obtaining certificates, but whose ignorance of all but the rudiments of reading and writing calls for the most patient attention on the part of their teachers.

Colonel Gleig states in his report on the year 1868 that a large proportion of those who obtained third-class certificates were possessed of qualifications greatly in advance of the standard indicated thereby, a result which must be considered as proof of the value of these certificates in encouraging the men to study.

The Council have always attached importance to their use as affording at once an incentive to improvement, and a measure of the educational condition of regiments. It was naturally supposed that the possession of one or other of these certificates would in time be regarded as a recommendation, if not a necessary qualification, for promotion to the different grades among the non-commissioned officers, and partially this has become the case. But the difference between the educational condition of the men of different regiments is

VII. Certificates of Education.

considerable, and the commanding officers of some regiments, while appreciating the principle and adopting it, have modified the qualifications required for a certificate to meet the conditions of their regiments, and the certificates given by them are consequently regimental certificates. The inducement to study is no doubt as fully obtained by these certificates, promotion depending upon their acquisition, as by the use of those introduced by the Council; but the measure of the educational condition of a regiment as compared with others is lost, for that requires the certificates to be granted throughout the service on one scale, and to represent everywhere equal attainments. During the past year the Council have directed their attention to this subject, with a view to such modification of their certificates as might render it unnecessary in any regiment to resort to a special regimental arrangement. The duties of the lower grades of non-commissioned officers are identical throughout the service, and certain acquirements are absolutely necessary for their performance. If the lowest class of certificate secure that amount of knowledge only, no lower description of certificate could be required. In like manner the knowledge necessary for the higher grades might regulate the standard for another class, still leaving scope for a certificate which should denote special acquirements that might be valuable.

This is the present position of this subject; the certificate has obtained a recognized position, and is in some form a requisite for promotion in a large portion of the service. It is now necessary, with the experience acquired, to adapt it so completely to the capability of the soldier that it may be regarded by all as a necessary qualification for promotion, and by uniform and impartial arrangements for granting the certificates, to make them certain proofs of the qualifications described in them.

The attention of schoolmasters is called to the remarks made by Colonel Gleig in his report upon the year 1869, App. II., No. 2, as to the mistake which is made in bringing forward for examination men who are so ill prepared as to have no chance of gaining certificates. A discouraging effect is produced thereby on the men, and a great deal of useless labour entailed on the inspector.

VIII. Special Classes.

VIII.

Special Classes.

Colonel Gleig reports that the special classes in Great Britain, at the end of 1869, amounted to 27. During the year, 39 had come to his notice, and in 23 of these the system appeared to be effectively carried on. He advocates

extending the system to the whole school, by enforcing regularity of attendance on those men whose names are retained on the school books, without taking them away from their regimental duties. He considers that when a special class falls very low in numbers, the advantages gained by the few adults who constitute the class are more than counterbalanced by the loss of instruction which the grown children suffer, and adds, "I have seen a special class, which, "having originally been of suitable strength, had gradually "fallen, by the removal of men whose places had not been "filled up, till it comprised only some half-dozen of pupils, "and this, too, in a school which was in all other particulars "extremely well managed, and in which the commanding "officer undoubtedly took very great interest. But he "erred, in my opinion, in thinking that it was better to "maintain an excessively small special class than none. I, "on the contrary, hold, for the reasons which I have given, "that it is better not to have a special class at all than to "have one of much less strength than was contemplated by "the Council of Military Education, when the establishment "of special classes was first recommended by them." VIII. Special Classes.

Mr. Vicars reports that the system of special classes has still only a nominal existence in Ireland, owing to the disturbed state of that country, which has caused regiments to be broken up into numerous detachments, and has greatly impeded the progress of education among the troops.

Colonel Bellairs states that the number of men attending special classes at Gibraltar is little more than 1 per cent., and regrets that all commanding officers should not have been induced to form classes in their regiments. The attendance also in those corps where special classes have been formed appears to vary greatly.

Upon the whole the system of "special classes," which the Council consider as very important, seems to be progressing satisfactorily.

IX.

Elementary Examinations at Aldershot.

IX. Elementary Examinations at Aldershot.

Reports have been received from the camp at Aldershot of the elementary examination of military candidates by the local board of education in connection with the Society of Arts, showing results which reflect great credit on regimental schools.

In 1868, two soldiers and 18 children were examined, and, excepting four children, passed and obtained certificates;

IX. Elementary Examinations at Aldershot.

three of them gaining two prizes each, and five others one prize each.

Superintending schoolmaster Belling, in reporting this circumstance, observes that when it is taken into consideration that these candidates had to compete with others from various schools in the Aldershot and Farnham district, and that the only boy from a non-military school who gained a prize had received the principal part of his education in a regimental school, a remarkable illustration is afforded of the success of elementary teaching in the army schools at that station; proving that wherever army schoolmasters perform their duties in a faithful and energetic manner, their schools can successfully compete with schools of the same class in civil life, although the latter profess to have a much higher standard.

In 1869 nine soldiers and 52 children were examined. Thirty-seven of these gained certificates, and two girls obtained prizes for needlework without certificates.

Twenty-four prizes, amounting to 6*l.* 11*s.* 6*d.*, were awarded to the candidates who stood first and second on the list in each subject of examination.

In addition to the above, six non-commissioned officers and men entered their names for the "final examination," by the Society of Arts, and each of them obtained a certificate for the subject in which he was examined.

Mr. Belling states that the committee of ladies, unconnected with the army, who were appointed by the local board of education to examine the girls' needlework, reported that the work done in their presence by the soldiers' children was superior to what they had been accustomed to see in civil life.

The following extract from the Report of the Honorary Secretary to the Local Board of Education at Aldershot is appended to Mr. Belling's Report:—"The results of the "elementary and final examinations lately held under this "Board have just been published by the committee and the "Society of Arts. They show that the number of candidates "this year has been greater than on any former occasion; "and since the proportion of passes to failures is about the "same as usual, the number of persons gaining certificates "is large beyond example. This fact is the more interesting, "because the mass of the examinees consisted of soldiers "and boys from the camp schools; and while the amount of "success bears strong testimony to the efficiency of these "schools, it also says very much for the habits and character "of the soldiers who entered. Some of these took the "'final' papers of the Society of Arts, and have gained

" even first and second-class certificates; and if the searching " nature of the examination is considered, the intellectual " status of the men would seem to be very superior." IX. Elementary Examinations at Aldershot.

Colonel Gleig observes that these results fairly illustrate the relative efficiency of the army schools, and of those in a corresponding grade in civil life, and induce him to believe that the former are not only, as a body, not inferior to the latter, but that the majority of them are of a character superior to that of the best civil schools of similar grade, whether adults', grown children's, or industrial schools are considered.

X.

Children's Schools.

X. Children's Schools.

In 1869 the average number of children attending army schools was as follows:—

Boys	-	5,260
Girls	-	4,099
Total	-	9,359

showing an increase of 785 on the numbers given in the Council's last report.

In addition to the above, there were in the infant schools—

Boys	-	5,492
Girls	-	5,922
Total	-	11,414

being 963 more than in September 1867.

In the industrial schools the numbers had increased to 11,772.

Colonel Gleig has reason to believe that cases have occurred of schoolmistresses working up the industrial school materials themselves, out of school hours, in order to have the clothing ready for distribution on a particular day long antecedent to the end of the financial year, when the new supplies would become due. The Council invite the attention of commanding officers to this irregularity. The object of providing school materials at the public expense is to teach the children to make up clothes themselves under the guidance of the schoolmistress.

Instruction in cutting out clothes is said to be still neglected in some of the schools.

X. Children's School.

The children are reported to be generally clean and tidy The greater regularity of their attendance at school, as compared with that of the adults, is naturally attended with more satisfactory results.

In the 64th Regiment, at Malta, and, it is believed, in some other corps, the boys are regularly drilled by the schoolmaster, a practice which cannot fail to be productive of great advantage to the children.

XI.

XI. Religious Instruction.

Religious Instruction.

Religious instruction continues to be imparted in the schools by the ministers of the various denominations on two days in each week. The schoolmasters and schoolmistresses, with their assistants, are always required to be present, and to afford assistance to the clergymen of their respective persuasions. No secular instruction is carried on at the same time.

The schools are opened daily with prayer, and the schoolmaster then proceeds to give a Bible lesson, in selecting the subject for which he is generally guided by the instructions of the chaplain.

The children who belong to denominations other than that of the schoolmaster, are not required to attend until 9.30, when the general instruction of the school commences.

The difficulty of providing religious instruction for children of various persuasions appears to be met, as far as possible, by the present system.

XII.

XII. Royal Military Asylum, Chelsea.

Royal Military Asylum, Chelsea.

Normal School.

On the 31st December 1869 the Normal School contained 11 students, of whom nine were soldiers, besides eight pupil teachers, of whom two only were soldiers.

The following were admitted by competitive examination during the two years under report :—

XII. Royal Military Asylum, Chelsea.

Students	Non-commissioned officers and soldiers	16
	Civilians	8
Pupil Teachers	Non-commissioned officers and soldiers	2
	Civilians	6
	Total	32

The results of the several examinations held in the first division of the Normal School to test the students' fitness for removal to the Model School will be found in Appendix VIII., No. 1.

The number of students in the Normal School having decreased considerably of late, the Council have been enabled to recommend that the services of the assistant master be dispensed with from the 1st April 1870.

Model Schools.

The authorized number of boys is 500, but the number actually present on the 31st December 1868 was only 474, and on the 31st December 1869 it had fallen to 457.

Their ages were as follows:—

	1868.	1869.
From 6 to 7 years	16	1
„ 7 to 8 „	28	27
„ 8 to 9 „	55	40
„ 9 to 10 „	59	66
„ 10 to 11 „	58	68
„ 11 to 12 „	99	64
„ 12 to 13 „	85	101
„ 13 to 14 „	55	78
„ 14 to 15 „	18	11
„ 15 to 16 „	1	0
„ 16 to 17 „	0	1
Total	474	457

The following return shows the number of boys among the seniors who were instructed in a trade or in music:—

	1868.	1869.
Musicians	91	83
Drummers and fifers	58	73
Tailors	39	83
Shoemakers	46	75

XII. Royal Military Asylum, Chelsea.

The state of education in the school generally, may be judged of from the following list of subjects taught, and the number of boys receiving instruction in each:—

Subjects taught in the Model Schools.	Numbers under Instruction.
Religious knowledge	457
Reading	457
Writing on slates	457
Writing in copy books	435
Writing from dictation	435
Composition, exercises in	285
Arithmetic, on slates	457
Arithmetic, mental	457
Geography	343
English grammar	343
English history	343
Object lessons	369
Vocal music	313
Euclid	32
Mensuration	32
Natural history	88
Model drawing	60
Analysis of sentences, &c.	88
Poetry—Learning:	
(1.) Milton's Paradise Lost, Book I.	32
(2.) Goldsmith's Deserted Village	28
(3.) Miscellaneous pieces	173

Lectures on history, geography, natural history, manners and customs of various nations, and other subjects, are given in connexion with magic lantern exhibitions once a week during the winter season to all the boys in rotation.

During the two years under report 149 boys were discharged from the establishment, of whom 121 appear from the following return to have enlisted in the army, and 14 others who were reported to be fit for enlistment, returned to their friends. Only nine per cent. of the boys discharged were considered unfit for the army, a proportion less by one half than that given in the Council's last report.

The number of boys who have been discharged on completing their time since, 31st December 1867, was:

XII. Royal Military Asylum, Chelsea.

Years.	Average Strength.	Number of Boys whose Time expired.			Number of Boys reported fit for the Army.	
		Fit for the Army.	Unfit.	Total.	Enlisted.	Delivered to their Friends.
1868	490	78	10	88	69	9
1869	457	57	4	61	52	5

The following table, compiled from the annual reports of regiments, shows the number of individuals serving in the army in the years 1868 and 1869 who had been educated at the Royal Military Asylum.

It must be observed, however, that the returns for 1869 are very incomplete, those of the Royal Artillery, Royal Engineers, and several other corps not having been received.

Rank.	1868.	1869.	Character.	1868.	1869.
Officers - -	1	—	Exemplary - -	4	1
Staff Serjeants and Serjeants - -	45	24	Very good and good	567	366
Band Masters - -	3	2	Indifferent - -	30	17
Drum and Trumpet Majors - - -	14	9	Bad - - -	8	8
Corporals and Bombardiers - -	82	34	Very bad - -	—	3
Drummers and Trumpeters - - -	144	79			
Privates - - -	320	247			
Total - -	609	395	Total - -	609	395

It is satisfactory to observe that a very small proportion of the men who have thus been educated at the Royal Military Asylum, bear a bad character in the army.

The Rev. Canon Moseley has made a very full report upon the boy's school, which he has carefully examined twice since the date of the Council's last report. His report, which will be found in Appendix VIII., No. 2, shows that the pupils are extremely well taught and answer arithmetical questions with great ease and correctness. Their writing from dictation is also remarkably free from mistakes, but Canon Moseley considers that their penmanship is inferior to what he has seen on former occasions.

The masters of the Model and Normal schools are, in Canon Moseley's opinion, deserving of great praise for the manner in which their pupils are instructed, whether

XII. Royal Military Asylum, Chelsea.

these are students under training for the appointment of army schoolmaster, or boys varying from 5 to 15 years of age.

XIII.

XIII. Royal Hibernian Military School.

Royal Hibernian Military School.

During the last two years the school has on an average consisted of 410 boys, whose ages, taken on the 31st December of each year, were as follows :—

	1868.	1869.
Under 8 years	9	7
From 8 to 9 years	48	27
„ 9 to 10 „	54	67
„ 10 to 11 „	80	71
„ 11 to 12 „	71	75
„ 12 to 13 „	70	82
„ 13 to 14 „	67	63
„ 14 to 15 „	7	7
„ 15 to 16 „	1	2
Appointed, but not joined	3	9
Total	410	410

The following return shows the educational condition the school on the 31st December of each year :—

	1868.	1869.
Learning to read	407	401
Writing on slates	64	53
„ on paper	343	348
„ from dictation	275	272
Preliminary exercises in dictation on slates	132	129
Arithmetic, on slates	407	401
Arithmetic, mental	275	272
Algebra	25	28
Mensuration	25	28
Elementary exercises in mechanics	25	28
Geography	407	401
English history	407	401
„ grammar	275	272
Etymology and derivation	62	64
Analysis of sentences	38	46
Drawing	275	272
Sacred history	407	401
Vocal music	297	294

XIII
Royal Hibernian Military School.

The boys who are being trained as musicians, or who are learning the trade of carpenter, tailor, or shoemaker, were distributed in the following manner at the end of each year under report:—

	1868.	1869.
Musicians	27	30
In training for musicians	31	17
Drummers and fifers	40	40
Buglers and trumpeters	32	32
In training for do.	7	7
Shoemakers	40	40
Tailors	112	112
Carpenters	8	8
Total	297	286

It appears from the following return, that of 152 boys whose time at the Royal Hibernian Military School expired during the last two years, all but two were reported to be fit for the army, and that 121 were actually enlisted; of the remainder, nine became monitors in the school, and 20 returned to their friends:—

Years.	Average Strength.	Number of Boys whose Time expired.			Distribution of Boys reported fit for the Army.			Distribution of Boys found unfit for the Army.	
		Reported fit for the Army.	Reported unfit.	Total.	Enlisted for the Army.	Remained as Monitors.	Delivered to their Friends.	Apprenticed to Trades.	Returned to their Friends.
1868 and 1869	410	150	2	152	121	9	20	—	2

A very satisfactory return is given below of the number of those who, having entered the army from the Royal Hibernian Military School, have attained to commissioned or non-commissioned rank, and of the good character borne by 93 per cent. of all ranks.

XIII. Royal Hibernian Military School.

ABSTRACT of the Number of Boys formerly in the School who were serving in the Army on 1st January 1870.

Rank.	Number in each Rank.	Character.	Number in each Rank.
Officers	9	Exemplary	14
Serjeants-major	2		
Enlisted schoolmasters	21	Very good	291
Bandmasters	10		
Quartermaster-serjeants	7	Good	614
Staff serjeant instructor of musketry	1	Indifferent	44
Staff serjeant instructor of gymnastics	1	Bad	11
Colour-serjeants	15		
Colour-serjeants, paymasters' clerks	3	Very bad	9
Colour-serjeant, acting serjeant-major	1		
Colour-serjeants, staff clerks	3		
Trumpet and drum-majors	12		
Serjeants of regimental bands	10		
Serjeant clerks at Horse Guards	4		
Serjeant clerk to officer commanding R.E. Canada	1		
Serjeant orderly room clerk	1		
Hospital serjeant	1		
Serjeants at regimental duty	37		
Bombardiers	13		
Lance-serjeants	8		
Corporals	56		
Lance corporals	35		
Musicians in regimental bands	282		
Trumpeters, buglers, drummers, and boys	292		
Gunners, sappers, and privates in the ranks	158		
Total	983	Total	983

The Commandant has drawn the Council's attention to the following errors in their last report on army schools.

The second return given on p. xxvii. of the Council's fifth report was for 1868, not 1866.

The second return on the following page was intended to include both the years 1867 and 1868.

The report on the examination of the school for "Crimean Banquet Prizes," which was printed in Appendix VI., should have been dated December 1867, not 1866.

XIV.

XIV. Lectures.

Lectures.

Upwards of 2,000 lectures, readings, &c. took place during the winter season 1868–9, many of which were of a more or less scientific character.

Army chaplains, officers, and schoolmasters appear to unite in affording instruction and amusement to the men; and, although some of the magic lantern slides are of a comic and even childish nature, the Council cannot but think that these entertainments effect much good during the long winter evenings, when soldiers are more than ever tempted to frequent public houses.

Additional sets of slides have been supplied to various stations at home and abroad, and a set of apparatus for frictional electricity is lent to garrisons where schoolmasters or others are desirous of delivering experimental lectures.

A report by Mr. McLeod, head master of the model school, Royal Military Asylum, on the season of 1868–9, will be found in Appendix IX.

Captain Dunn states that not much has been done in Bengal as regards lectures, the five magic lanterns in that Presidency having been found insufficient to enable the circulation to be effected with the rapidity necessary to afford all the stations an opportunity of profiting by them.

A supply of seven additional lanterns, with a large number of slides and diagrams, and all the necessary materials was, however, sanctioned by the Secretary of State for India early in 1869, and sent out in the autumn of that year.

XV.

XV. Garrison Libraries.

Garrison Libraries.

In Appendix X. will be found a list of the garrison libraries existing on the 31st March 1869.

The total number of volumes on the 31st December 1869 was 223,345. During the year and nine months from March 1868 to that time 13,148 volumes have been lost or condemned, 25,215 have been added, and 8,787 repaired. The number in circulation on the 31st March 1869 was 514,461 against 373,895 in preceding year.

The amount of contributions from recreation room funds and officers' subscriptions up to 31st December 1869 was 4,488*l.* 9*s.* 7*d.*, including librarians' salaries.

There is no doubt that the benefit to be derived from the libraries is constantly becoming more widely appreciated by the troops.

XV. Garrison Libraries.

In accordance with the suggestions of Colonel Gleig, respecting the want of due means for preserving the books, the Council have drawn up a rule on the subject, which has been embodied in a General Order, by the observance of which they expect that the defect pointed out will be remedied.

It still appears to them very expedient, for reasons stated in their last report, that a larger allowance than 10*l.* should be granted in the case of very small libraries on first establishment, as well as a larger quarterly allowance in proportion to the number of troops. These libraries are generally established in small towns where it is especially desirable to afford amusement of this kind to the troops, and the allowance granted has proved insufficient for their maintenance though quite adequate in the case of larger stations.

The inadequacy of the allowance granted to field batteries of artillery and to engineer troops has also been represented, though hitherto without success. The field battery is more than twice as strong as an ordinary company; and each of the two sections of an engineer troop consists on the average of 97 men, yet the battery and the engineer troop receive each the same allowance only as the company of infantry or troop of cavalry. The Council recommended that the battery should receive the allowances of two companies, and each section of the engineer troop, and also the depôt, the allowance of one company.

XVI.

Regimental Recreation Rooms.

XVI. Regimental Recreation Rooms.

A list of the regimental recreation rooms in existence on the 31st March 1869 will be found in Appendix XI.

The number of recreation rooms had then increased to 218, one half of which consisted of two apartments. The number of refreshment bars had also slightly increased, and an addition of 5,000 subscribers had been received, raising the total amount of subscriptions to 6,346*l.* 1*s.* 7*d.*

The sum of 2,221*l.* 15*s.* 4*d.* was contributed from the recreation room funds to garrison libraries during the year.

The good effect upon the army of the introduction of regimental recreation rooms is universally acknowledged. Colonel Gleig considers them one of the most useful products of the modern army school system out of which they directly sprang, and states that they are still much in favour, both with officers and men, wherever suitable accommodation has been provided.

In a communication received from the officer commanding

2nd Battalion, 20th Regiment, to which allusion has already been made, it is stated by that officer that, in his opinion, the reading and recreation rooms have a powerful influence in inducing men to avail themselves of the regimental schools. He adds, "I cannot express myself too strongly in favour "of all that gives relaxation to the soldier within his barrack, "and tends to make it a respectable and comfortable home. "The number of men who pass their evenings in the recrea- "tion rooms, or in reading a book in their barracks, instead "of in public-houses, increases steadily, and is a source of "much gratification."

XVI. Regimental Recreation Rooms.

In concluding the last report which the Council of Military Education will be called upon to draw up, they venture to submit to His Royal Highness the Field Marshal Commanding-in-Chief, and to the Secretary of State for War, that considerable progress has been made in the army school system since it was placed under their superintendence in March 1860.

The proportion of uneducated men in the army, *i.e.*, of those who can neither read nor write, or who can read but not write, has been reduced by one-half; special classes and certificates of education have produced in almost every corps a small body of non-commissioned officers and privates possessed of an amount of useful knowledge which qualifies them for the duties of the higher grades; the number of trained schoolmasters has increased from 191 to 270; the number of children under instruction has increased 70 per cent.; and the number of volumes in garrison libraries is 48 per cent. greater than it was at the time of the Council's first report.

The Council consider that the system has on the whole progressed satisfactorily, and that the army has benefited in no small degree by the means of improvement provided for it.

(Signed) Wm. Napier, Major-General,
Vice-President.
H. D. Harness, Colonel.
Henry Moseley.
E. H. F. Pocklington, Colonel.
E. B. Hamley, Colonel.

13, Great George Street, S.W.
31st March 1870.

APPENDIX.

APPENDIX I.

ALPHABETICAL LIST OF ARMY SCHOOLMASTERS.

Class.	Name.	Class.	Name.
Army	Abbott, J. S.	Army	Burns, J.
Army	Abbott, W.	Army	Burton, T. W.
2	Alderton, F.		
Army	Aldwell, W. B.	Army	Capon, A. R.
2	Allen, B. C.	Army	Carr, M.
Army	Anderson, T.	2	Carroll, J.
Army	Annett, E. J.	Army	Carson, T.
Army	Annett, G. L.	Army	Carthew, E.
Army	Armstrong, R.	2	Cartwright, J.
Army	Arthur, W. M.	2	Chambers, J.
Army	Assan.	2	Clarke, C.
Army	Astbury, J.	Army	Clarke, P. H. T.
Army	Atkinson, C.	1	Clift, C. W.
3	Atwell, A. H.	Army	Cochrane, H.
		Army	Colquhoun, W.
Army	Bacon, E.	Army	Comerford, J.
Army	Bacon, W.	Army	Compton, J. B.
Army	Baillie, A. J.	Army	Coo, C. S.
Army	Barnes, A.	Army	Cooper, A.
Army	Bartram, W.	2	Curtis, G. E.
Army	Baskerville, R. C.		
Army	Bass, J.	Army	Davidson, J.
Army	Baston, E.	Army	Davies, J.
Army	Bateman, R.	Army	Davison, T.
Army	Bell, R.	2	Devereux, A.
Army	Belling, R.	Army	De Winter, J.
Army	Berresford, J.	Army	Docherty, T.
Army	Bingham, J.	Army	Dorman, Isaac.
1	Bird, W. H.	Army	Douthett, A.
Army	Black, M. A.	Army	Dunnett, G. L.
Army	Blake, C.	2	Dunn, F. W.
Army	Boland, J.		
2	Bolus, F.	Army	Edmond, A. W.
Army	Boughton, G. H.	Army	Eldridge, J. B.
Army	Bradbury, F.	Army	Etler, C.
Army	Bramhall, E.	Army	Ewart, P.
Army	Brown, J.		
Army	Brown, J. A.		
Army	Browne, F. W.	Army	Fenton, G.
Army	Bryan, W.	Army	Fleming, C. M.
Army	Burgham, J. A.	Army	Fletcher, C.

APP. I.
No. 1.

Class.	Name.	Class.	Name.
Army	Flinter, T.	Army	Kenny, R. T.
Army	Flood, H.	Army	Kidd, J.
Army	Flood, John.	Army	King, D. R.
Army	Fodringham, W. N.		
Army	Forde, J. F.	Army	Lacey, J.
Army	Foster, J. H.	Army	Langford, W.
2	Fowler, C. B.	Army	Leckey, J. S.
Army	French, J. W.	Army	Le Mar, W.
Army	Fryer, W.	Army	Loftus, M.
		Army	Lonsdale, J.
2	Gell, W.	1	Lowman, E.
Army	Gilbert, J. A.	Army	Lowry, F.
1	Giles, E.	Army	Lynch, T.
Army	Gillmore, J. W.		
Army	Gilmore, J. M.	Army	Macartney, E. K.
Army	Gilmore, James.	Army	Mahoney, J.
2	Goadby, S. H.	Army	Major, F. J.
Army	Goodwin, W.	Army	Mallandain, C.
Army	Gooding, R.	Army	Marshall, J.
Army	Gooding, W.	Army	Marshall, C.
2	Grant, J.	Army	Masterson, J.
Army	Green, G.	Army	Matthews, L.
Army	Gunn, J. R.	Army	M'Ardle, J.
		Army	M'Caskery, G.
Army	Halfpenny, W.	Army	M'Cormick, J.
Army	Hall, W. R.	Army	M'Elwee, A.
Army	Hamilton, G. B.	Army	M'Enroe, C. S.
Army	Hanley, W.	2	M'Ewen, W.
Army	Harris, J. J.	Army	M'Governe, R. W.
Army	Hawkins, W.	2	M'Ilherron, D.
Army	Haydod, C.	1	M'Kay, D.
Army	Hayes, J. J.	1	M'Kinder, W. M.
Army	Hazard, J.	Army	M'Lachlan, W.
Army	Hebb, H. H.	Army	M'Lean, James H.
Army	Henry, J.	Army	M'Lean, J. W.
2	Hickling, J. S.	2	M'Lean, R.
Army	Hicks, C.	Army	M'Mahon, A.
Army	Hildyard, G. E.	Army	M'Mahon, T.
Army	Hill, W. J.	Army	Mills, P.
Army	Hobbs, J.	Army	Minnion, W.
Army	Holland, G.	Army	Moore, J.
Army	Holloway, J.	2	Moran, J.
Army	Holmes, W.	Army	Morrison, D.
Army	Hopkins, J.	Army	Mulvihill, P.
Army	Howard, S.	Army	Munro, W.
		Army	Murray, J. H.
Army	Irwin, W.	Army	Murray, A. W.
		Army	Myatt, C. W.
Army	James, J.	Army	Myles, W. E.
Army,	James, T. W.		
Army	Jerram, H.	Army	Naylor, C.
Army	Jesse, H.	Army	Northway, J.
Army	Jones, T. W.		
Army	Jupp, W. H.	Army	Ogg, G.
		Army	Ovens, H.
Army	Kavanagh, J. J.		
Army	Kearns, J. W.	Army	Palmer, R.
2	Keley, H.	Army	Pardy, T.

Class.	Name.	Class.	Name.
Army	Parr, H.	Army	Smears, J. A.
1	Parsons, A.	Army	Smith, T. W.
Army	Payne, W.	Army	Spiller, T.
Army	Pell, R.	Army	Splane, J.
Army	Perkins, J. C.	Army	Spong, G.
Army	Pither, J. R.	Army	Sproat, C. S.
Army	Pither, R. G.	1	Stanton, C.
Army	Polden, T.	1	Stapley, R. C.
Army	Pollard, J.	Army	Stevenson, W. C. C.
Army	Porter, J. H.	Army	Stubbs, W. H.
Army	Porter, John.		
Army	Pratt, G.	2	Tapsell, J.
2	Purdon, S.	1	Thompson, A. A.
		Army	Thompson, G.
Army	Raymer, R.	Army	Treacy, M.
Army	Read, W.		
Army	Redman, W.	Army	Venn, G.
Army	Reilly, James.	Army	Venner, H.
Army	Reilly, J. C.		
Army	Revell, N.	2	Walker, T.
2	Rice, G. T.	Army	Ward, F. K.
2	Richardson, W.	Army	Waters, R.
Army	Rix, W.	Army	Weller, W.
2	Robertson, A.	Army	Wells, J.
2	Robinson, W.	Army	Wheeler, W.
1	Rogers, E. H.	Army	Whitaker, F.
Army	Ruggles, G.	Army	White, B.
2	Runcieman, A.	Army	Wicks, T.
Army	Rutherford, R.	Army	Willsher, J.
		Army	Wilson, Alfred.
Army	Scarlett, T. H.	Army	Wilson, Chas. M.
Army	Scholvein, G.	Army	Wilson, Chas. S.
Army	Sessford, J. R.	Army	Wilson, William.
Army	Shannon, W.	Army	Williams, H. B.
Army	Shaw, G.	Army	Winter, W.
Army	Sheffield, T.	Army	Wonnacott, W.
Army	Shields, J.	Army	Wright, C.
Army	Shields, W.	Army	Wroughton, J.
Army	Ship, S.		
2	Shipman, E.	Army	Yelf, E.
Army	Short, T.	Army	Young, G.

App. II.
No. 1.

Appendix II.—No. 1.

Report by Colonel Gleig for 1868.

Sir, January 31, 1869.

In accordance with the instructions to assistant inspectors of Army Schools, I have the honour to present the usual annual report for the information of the Council of Military Education.

The results of my periodical examinations and inspections have been reported to the Council of Military Education from time to time as they were made. I have now to lay before them a return of examinations for certificates, held throughout the year 1868 in my district of inspection, the results of which it would not have been in accordance with the established custom to report at the time they were made. [Return annexed.]

The experience of each succeeding year tends to confirm me in the opinion which I expressed when these examinations were first instituted, that they are calculated to produce a most beneficial effect upon the character of the instruction given in our adult schools, and to make it both more precise and more thorough than, as a rule, it once was. I am very glad to say that some of our most experienced schoolmasters have expressed to me their entire concurrence in this opinion, though several of them have at the same time recommended some modifications of the system of examination, or of the wording of the certificates, or of both. To these suggestions, received from persons so well qualified to offer useful advice upon the subject, I have not failed to give the fullest consideration; and if effectual means should ever be devised by which to ensure some approach to uniformity of principle in determining the respective merits of candidates examined for certificates, I should be disposed to recommend strongly to the notice of the Council of Military Education some of the modifications of the existing arrangements which have been proposed to me. But it seems to be beyond doubt that great variety of practice exists at present, among those who are authorized to examine and recommend for school certificates, in deciding upon the qualifications of the candidates; and therefore I do not deem it to be of importance that I should press any change except that which has already been urged upon the Council of Military Education by others as well as by myself, namely, the introduction of an intermediate certificate between the first and second classes, to be called a "superior second-class certificate," and to be granted to men who may qualify for first-class certificates in reading, writing to dication, and arithmetic, but not in two additional subjects.

The increase observable in each succeeding year in the number of men that present themselves at the examination for school certificates affords, I think, satisfactory proof that another good result, besides that already referred to, which was anticipated from these examinations, has really been obtained, and that both among schoolmasters and among pupils there is a growing spirit of honourable ambition to obtain the distinction of a school certificate, and of honourable rivalry as to who shall be most successful in the effort.

And not only has the number of candidates steadily increased year by year, but also the number of schools in which candidates have come forward. Thus examinations for certificates were held in 41 schools in my district during the past year, as against 32 schools in which examinations were held in the year 1867, and 37 schools in which examinations

were held in 1866. The number of separate examinations for certificates during the past year was 68, as against 46 in the year 1867, and 50 in 1866. And the number of candidates examined for certificates during the past year was 1,734, as against 1,636 examined in the year 1867, and 1,259 examined in the preceding year.

On the other hand, the number, and of course the proportion, of successful candidates for school certificates has been rather less during the past year than during the year immediately preceding. This falling off in the total of successful candidates has indeed been so small as to be of very little importance—the numbers being respectively 1,003 and 1,017. But a circumstance much more to be regretted is the great diminution in the proportion of certificates of the higher classes (first and second) taken by the candidates examined during the past year.

Among the candidates for first-class certificates there has not been a larger proportion of failures than formerly.

But there has been a great diminution in the number of men presenting themselves as candidates for certificates of this class. This is said to have arisen from a belief prevalent in the schools that certificates of the first class are more easily obtainable beyond the limits of my district of inspection than within the district. How far this belief is well founded, and if well founded how far it has operated to produce the effect attributed to it, I am not in a position to say with much certainty or precision. But I have little doubt that such a belief exists, and that it has had some effect in deterring men from exposing themselves to what they have considered to be unnecessary risk of failure in the endeavours to obtain a certificate from me, which they have supposed that they might much more confidently reckon upon winning when examined in another district by somebody else.*

The failure of many to obtain the second-class certificate is in part attributable to the introduction of a more difficult class of questions on simple interest than was admitted into the arithmetical paper originally drawn up by the Council of Military Education for the guidance of assistant and local inspectors in conducting their examinations for certificates, or than has even yet, I fancy, been adopted in any district except that in which I make my inspections. The questions on mess accounts, ledger accounts, and regimental savings bank accounts also continue to present great difficulties to many who aspire to possess a certificate above the lowest class. In a former report I have described the excellent effect with which this branch of arithmetic is taught in some schools with the aid of black boards painted (by the masters themselves) upon one side, to represent the recognized form for the keeping of these accounts. I recommend the plan again to the notice of schoolmasters who may not yet have adopted it.

Of those who have obtained third-class certificates a very large proportion are possessed of qualifications greatly in advance of the standard indicated by their certificates. Indeed I think that notwithstanding the smaller number of the men who have obtained the higher certificates, the average character of the examination papers which have come before me has been superior to that of any previous year. Even of those who failed to obtain any certificate at all a large proportion were qualified—and well qualified, too—in spelling and writing, but not qualified in arithmetic. And it may be useful to schoolmasters if I mention that questions 3 and 5 of the papers of arithmetic are those in which men, often well qualified in other particulars, most frequently fail. In

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* *Note by the Council of Military Education*:—Since this was written, all the Examinations for Certificates at Home have been placed under the control of Colonel Gleig.

APP. II. No. 1.

question 3 (on division of money) the occurrence of 0 in the quotient is a fatal stumbling-block to a great many men who but for it would come off with flying colours.

I have been rather less indulgent during the past year than in previous years in giving a second chance to men who may have failed to satisfy me at first that they were fully qualified in arithmetic to receive certificates, and this perhaps has had some effect in keeping down the number of successful candidates.

In fact in all respects I think it possible that the test has been a little more severe by which the qualifications of candidates for certificates have been tried in my district during the past year than it was in previous years, and yet the results upon the whole have been by no means unsatisfactory, notwithstanding the diminished number of certificates of the two higher classes which has been taken. The object of the examinations for certificates I take to be mainly the improvement of the instruction given in the schools, and I have no doubt whatever that much has been accomplished in this direction. At the same time I shall be glad to find in the year now commencing that the number of candidates for first-class certificates and the number of both first and second class certificates actually taken exceed, instead of falling short of, any number reached in former years.

I have no doubt that it would tend to give an increased value to the examinations for certificates in the eyes of schoolmasters—perhaps also in those of commanding officers—if assistant and local inspectors were empowered to dispense with the periodical examinations of the adult schools by the schoolmasters, in all cases in which a fair number of candidates should have been examined for certificates with satisfactory results in the course of the year or half-year immediately preceding the period at which the schoolmaster's examination would in the ordinary course of things be made. I have always thought it very desirable to reduce as much as practicable the amount of correspondence and the number of returns required of schoolmasters, and I know that they, on their part, are very desirous of obtaining some relief in this direction. I make the above suggestion in the belief that it would enable us to accomplish something in this way, at the same time that it would ensure the attainment of the object—namely, the efficient instruction of the men attending school—which the periodical examinations and returns are designed to test and to promote. Within the United Kingdom, at any rate, I am confident that the plan might be adopted with good effect. But uniformity of system in examining for and awarding certificates is of course essential to its success.

I think that a good effect also might be produced if an extra week's holiday were granted every year, either at Midsummer or at Christmas, according to circumstances, in one school in the United Kingdom which should be considered to be the best of the year. And in determining the comparative claims of different schools to this indulgence, the number of men examined for school certificates throughout the year, and the results of their examinations, should be a chief element of consideration, though of course not the only one. The enjoyment of the additional holiday would count for much with many teachers; and it might be anticipated that the credit of winning it would be coveted by all, and that schoolmasters would be ambitious of obtaining the distinction which would attach to success even more than of securing the small additional relaxation. And the encouragement of the schoolmaster undoubtedly means, to some extent, the encouragement of the school.

Besides these methods, by which I believe that an impetus might be given to the instruction of adults in the regimental schools, there is another very effectual one which I have suggested to the Council of Mili-

tary Education in a former report, and have recommended many times to commanding officers. Let no man leave school after he has once joined it until he has obtained a third-class certificate at least, or has been pronounced by the schoolmaster to be by nature incapacitated for obtaining it.

It has often been represented that the character of the certificates should be modified in some respects to meet the cases of men who fail, though by very little, to qualify for the higher classes of them, and who are consequently awarded certificates of the third class. Such certificates of course in no degree represent the real attainments of the recipients; and it is alleged that many men who are very well instructed, and who are disposed to offer themselves for examination, are deterred from doing so by the consideration that if they fail by ever so little to qualify for a first or second class certificate, they will receive only a certificate which testifies that they can read easy narratives, can write to dictation a piece from the same, and can work fairly the four first rules of arithmetic, simple and compound. The receipt of such a certificate is felt by such men not only to be of no use to them, but even to be objectionable from a certain point of view.

I do not myself sympathize with this feeling, but I cannot doubt that it is entertained very widely, and therefore it deserves to be considered. Various suggestions have been made to me for the removal of the difficulty presented by it. I think the best is that of Mr. Belling, who is of opinion that every candidate for a school certificate, of whatever class, should be compelled to undergo the examination for third class, in the first place, and that such examination should be strictly limited to those subjects which alone are named on the face of the third-class certificate. Mr. Belling supposes, and I think that he may not improbably be right, that under this arrangement the preliminary examination of the first and second class candidates for the third-class certificate would come to be regarded as a mere matter of form, and the receipt of a third-class certificate lose whatever of a derogatory character is now held to attach to it. I see no objection to making the experiment, and indeed should be very glad to see it made; but if done at all it should be done universally, or at least in all regimental schools throughout the United Kingdom. To try the plan in one district only would probably be to ensure the failure of it.

There has been an increase in the number of special classes within my district during the past year. The number has been 41, as against 36 in the preceding year. The benefit derived by men who attend these classes regularly has never been disputed; and every year's experience shows that at most stations, and under ordinary circumstances, the wishes of the Council of Military Education can be fully carried into effect without interfering in any inconvenient manner with the proper performance of the usual duties of a regiment. But it is only when the wishes of the Council are fully carried into effect in the organization and management of the special classes that these can be expected to produce results worth striving after; and it seems desirable to impress this strongly upon the attention of some commanding officers who have established such classes. The instruction afforded to adults who regularly attend a well-organized and well-managed special class is not all gain. It is purchased in most cases at the expense of a certain disadvantage to the school of grown children of the regiment. The special class is always, as far as my experience goes, under the immediate charge of the head master, and engages all his attention; and if the class attend during the whole of the forenoon, it is plain that under these circumstances the children must be taught entirely by the school assistants, who are rarely capable of teaching as efficiently as the trained master.

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When, therefore, a special class is allowed to fall very low in numbers, the maintenance of it will probably do more harm to the children than it will effect of good amongst the adults.

I have seen a special class which, having originally been of suitable strength, had gradually fallen, by the removal of men whose places had not been filled up, till it comprised only some half-dozen of pupils, and this, too, in a school which was in all other particulars extremely well managed, and in which the commanding officer undoubtedly took very great interest. But he erred, in my opinion, in thinking that it was better to maintain an excessively small special class than none. I, on the contrary, hold, for the reasons which I have given, that it is better not to have a special class at all than to have one of much less strength than was contemplated by the Council of Military Education, when the establishment of special classes was first recommended by them.

I have again to call attention to the disposition shown by many schoolmistresses to entrust the giving of collective lessons to their monitresses. The excuse usually given for doing so is, that it is proper the monitresses should have the opportunity of practising collective teaching. But in my opinion this is not at all proper. The monitresses are employed (unless I quite misapprehend the intentions of the Council of Military Education) for the purpose of aiding the schoolmistresses in giving class lessons (mainly in reading and spelling), and in the management of the afternoon school, and for nothing else; all collective teaching on the gallery should be given by the schoolmistresses or acting schoolmistresses, and by them alone; and the monitresses should be under instruction in the master's school when the collective lessons in the infant school are in progress. One would think that some mistresses suppose the infant schools to be maintained in order that the monitresses may have the opportunity of practising as teachers, instead of for the sole purpose of affording instruction and training to the children. A large proportion of the monitresses can never become schoolmistresses. Those that become schoolmistresses must first be pupil teachers, and in that position they will have the opportunity of observing the collective teaching of the mistresses under whom they may be employed, and they will have the opportunity of practising collective teaching themselves when they become acting schoolmistresses in their period of probation, during the six months (more or less) immediately before they are rated as effective third-class mistresses. I conceive that they ought not to give collective lessons as monitresses or pupil teachers except on an emergency, as in the case of a schoolmistress being absent or sick.

If I am right in this view of the duties of mistresses and their assistants, I believe it would be of advantage if the Council of Military Education would express their concurrence in it in an authoritative manner. If I have misconceived the intentions of the Council, it would not less be of advantage that they should define with some exactness what duties they propose that the schoolmistresses should be allowed to depute to their monitresses and pupil teachers. Some of them seem to me to allow these to undertake all the duties of a schoolmistress, notwithstanding what was said upon the subject in a former published report.

I have had occasion to draw the attention of the Council of Military Education to the circumstance of the sewing materials running short before the receipt of the money for the purchase of a new supply. The alteration which has been made in the form of certificate to be signed by commanding officers in making the annual requisition for the capitation grant will, it may be hoped, prevent a recurrence of this very serious inconvenience. The sewing materials of one year should be made to last until those of the succeeding year have been procured; and in all regimental arrangements for the distribution of clothing to the children this

should be kept in view. I have reason to believe that cases have occurred of schoolmistresses working up the industrial school materials themselves, out of school hours, in order to have clothing ready for distribution by a particular day, fixed by the commanding officer, long antecedent to the end of the financial year, when the new supplies would become due. I am sure that this is quite opposed to the spirit of the school regulations, and to the wishes of the Council of Military Education. The sewing materials supplied at the public expense should only be made up during the regular school hours, and by the pupils themselves, under proper instruction from the schoolmistresses.

I have drawn attention, according to custom, to the various points now mentioned, because I have thought that a necessity for doing so still exists in some schools, and the most convenient occasion which I have of addressing observations of general application to the schoolmasters and schoolmistresses of the army is that presented by the biennial report to the Council of Military Education, in due time to be published and circulated. But I have no reason to vary the favourable report which I have heretofore felt justified in making of the schoolmasters and schoolmistresses as a body, of their attention to their duties, their general good conduct, and the useful influence which I have not the slightest doubt that most of them are exercising in their respective spheres of action.

It is very satisfactory to know that for the third time pupils from the regimental schools have acquitted themselves during the past year with the highest credit at the examinations conducted by the local board at Aldershot in connexion with the Society of Arts, and that the number of successful candidates from those schools for the prizes and certificates of the local board were greater in the last year than in the preceding ones. I believe that this fairly illustrates the relative efficiency of the army schools and those of a corresponding grade in civil life. It is only one of several circumstances which induce me to believe that the army schools are not only as a body not inferior to civil schools of corresponding degree, but that there are many more among them of superior character to the best civil schools of corresponding grade, than of inferior character to the average of civil schools, whether adult schools, schools of elder children, or sewing schools.

I have, &c.,

A. C. Gleig,

Assistant Inspector of Army Schools.

To the Secretary,
Council of Military Education,
London.

APP. II. No. 1.

RETURN of CERTIFICATES awarded by Colonel GLEIG in 1868.

Regiments and Corps in which Examinations for Certificates were held, from 1st January 1868 to 1st January 1869.	Number of Certificates obtained in the several Classes.			Total of Certificates in all Classes.	Names of Schoolmasters.
	1st.	2nd.	3rd.	Totals	
1st Life Guards	—	2	11	13	Pollard.
2nd „	—	—	13	13	Ransom.
1st Dragoon Guards	—	—	5	5	Capern.
4th „	—	2	15	17	Hayes.
5th „	—	—	23	23	Perkins.
10th Hussars	—	—	2	2	Coo.
Military Train	—	6	24	30	Fowler.
B. Brigade, R. H. Art.	—	6	22	28	Rogers.
C. „ „	—	4	13	17	Hickling.
Depôt Brigade, R. H. A.	—	—	22	22	Goadby.
Riding House	—	2	2	4	Rogers.
4th and 9th Brigades, R.A., at Aldershot	—	6	16	22	Hickling.
7th Brigade, R. A.	—	—	19	19	Mackinder.
11th „ „	—	—	9	9	Langford.
13th „ „	1	10	15	26	Cochrane.
17th „ „	1	10	42	53	Bacon.
Depôt Brigade, R. A.,— 1st Division	—	10	30	40	Lowman.
2nd „	1	1	23	25	Thacker.
3rd „	2	12	40	54	Stanton.
Coast Brigade, R.A.	—	1	—	1	Rogers.
R. Engineers at Aldershot	—	8	6	14	Carson.
Military Store Staff Corps	—	7	13	20	Rogers—Thacker.
1st Battalion Grenadier Guards	2	3	36	41	Richardson.
2nd Battalion 2nd Foot	—	1	4	5	Taylor.
2nd „ 5th „	—	2	33	35	Smears.
2nd „ 6th „	—	—	6	6	Stapley.
2nd „ 8th „	—	1	13	14	Wheeler.
1st „ 20th „	—	2	8	10	Winter.
27th Foot	—	—	8	8	Matthews.
34th „	—	1	20	21	Hobbs.
40th „	—	4	13	17	McMahon.
51st „	—	—	14	14	Stewart.

APP. II. No. 1.

Regiments and Corps in which Examinations for Certificates were held, from 1st January 1868 to 1st January 1869.	Number of Certificates obtained in the several Classes.			Total of Certificates in all Classes.	Names of Schoolmasters.
	1st.	2nd.	3rd.	Totals	
57th Foot - - -	—	3	14	17	Scholvein.
80th „ - -	—	3	18	21	McElwee.
97th „ - - -	—	3	19	22	Rix.
98th „ - - -	—	3	35	38	Skuny.
1st Depôt Battalion - -	—	26	88	114	Runcieman.
2nd „ „ - -	—	30	77	107	McIlheron.
3rd „ „ - -	—	3	38	41	Parsons.
6th „ „ - -	—	3	12	15	Giles.
Total - -	7	175	821	1003	
Total of unsuccessful Certificates - -	In all classes			731	
Total of Candidates examined - -	In all classes			1734	

TABLE showing NUMBER of CERTIFICATES of different CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners and Drivers.	Drummers, Trumpeters, &c.
1st - - -	2	5	—
2nd - -	83	78	14
3rd - - -	318	408	95
Total - -	403	491	109
Grand Total -	1003		

N.B.—The whole of these 1,734 men were specially examined at their own request. No Certificates were granted at my periodical examinations during the past year.

App. II. No. 2.

Appendix II.—No. 2.

Report by Colonel Gleig for 1869.

Sir, 7th March 1870.

The lateness of the period at which the new arrangement for the superintendence and inspection of Army Schools was introduced last year occasioned me a very large and very sudden increase of work of a particular kind, and in consequence my annual report has been delayed much beyond the usual time.

For the same reasons I have not yet been able to become properly acquainted with my new district of inspection, and my report will therefore of necessity be both shorter and less minute than in some previous years.

The monthly reports from some of the schools in that part of the kingdom which has recently been included within my district of inspection do not yet reach me quite regularly, but I have no doubt that the number of schools of the several kinds in my new district, *i.e.*, in Great Britain, are very nearly as follows:—

Adults - - - -	112
Grown children - - -	116
Infant and sewing schools - -	90
Total - - -	318

This total includes 42 schools of one kind or other at about 20 detached stations. The number of detachments, and therefore of detachment schools, varies from time to time, even rather more than the number of head-quarter schools; but the numbers above given represent very nearly the average of schools in the district. They indicate nothing as to the changes of schools by the removal and relief of corps, which are always taking place to a greater or less extent; but only the average number of schools of each kind which at any given moment may be found in the district.

The character of the detachment schools varies very much. In the newly added portion of my district they are much more numerous than in that to which my inspections were formerly limited, and at some of the stations in the manufactnring districts they either are, or are capable of being made, hardly less important than head-quarter schools; and, in my opinion, should be examined and reported on as regularly and as frequently. On the other hand, there are some which at present I am disposed to think ought not to be kept up at all. I hope to be able, in the course of the present year, to visit the whole of the detachment schools, and to make a special report as to the condition and circumstances of each, and as to the expediency or inexpediency of continuing to maintain it.

The superintending schoolmasters, whose sphere of action in Great Britain has been in many cases so much extended, perform their duties regularly and well. Their reports of schools which they have examined have for the most part been favourable, except as to the particular of adult attendance. There have been only two instances, I think, in which their reports have been of a decidedly unfavourable character, and in both I have thought it expedient, after calling upon the schoolmaster for a written explanation of the circumstances unfavourably reported, to give him a chance of

recovering himself before taking more serious measures; but in both cases I entertain no doubt whatever of the justness of the superintending schoolmasters' reports.

In the month of December 1869 the special classes reported to be in operation in the district were 27 in number. Throughout the year 39 have come to my notice, and in 23 of these the special class system appears to have been effectively carried on, both in respect of the number of hours devoted to the instruction of the pupils, and in respect of the regularity of the attendance. In the remaining 16 this was not the case.

I have so often and so fully expressed to the Council of Military Education my opinion of the advantages and occasional disadvantages of what is understood by the system of "special classes," that it is unnecessary for me to repeat myself now. I believe it quite practicable to enforce regularity of attendance on the part of men (not being non-commissioned officers) who have their names in the school books, without taking them, as in our special class system, away from the performance of all regimental duty four or five days a week; and if such regularity of attendance were enforced, and the period of each attendance were kept up to an hour and a half or two hours, an immense deal of instruction could be given in the course of a few months, as compared with that which can be imparted when the attendance is so irregular as it usually is under the arrangements actually in force, and then special classes, using the term in the sense which it now bears, would be unnecessary. Every school would be a special class; only instead of a few men being kept away from the greater part of their regimental duties in order to attend school regularly for several hours each day—more or less to the detriment of the school of elder children be it observed—a large number of men would be compelled to attend with regularity for two hours each day at most, and would be exempt from the performance of those few duties which might chance to fall upon the school hours.

I append, as usual, a return of the number of examinations held for the purpose of ascertaining what men might be recommended to their commanding officers to receive certificates of education. It is distinguished from similar returns which I have rendered before, by the circumstance of its including the whole of the corps in Great Britain and Ireland and the Channel Islands, in which men were desirous of obtaining these certificates, from the month of October 1869.

The proportion of certificates in the higher classes taken is smaller than in schools examined by me in previous years, and the proportion of men who failed to get certificates at all is greater than formerly. But the number of men who have offered themselves for examination is greatly in excess of the number that came forward in any previous year; and the number of those who obtained certificates of one class or other absolutely much greater, though relatively rather less, than it has been heretofore. I am of opinion, therefore, that the return is of a very satisfactory character, both as showing that the number of men who think it worth while to make an effort to obtain a school certificate is steadily increasing, and that the number of those qualified to receive certificates is increasing also, though not quite in the same proportion.

The number of corps in which the possession of a school certificate by non-commissioned officers who look for promotion, is insisted upon, is also gradually increasing. I have little doubt that when the alterations in the school certificates, which the Council of

APP. II. No. 2.

Military Education think desirable, are carried into effect, it will become much more common in the service for commanding officers to require the possession of a certificate by non-commissioned officers, and by men who aspire to become such, than hitherto.

The following comparative table, which shows in figures the steady increase in the number of corps in which examinations for certificates have been held, and of men examined for certificates, and of certificates granted since 1865, the year in which the first issue of certificates was authorized, will, I hope, be interesting. The year 1868 is omitted, for the reason that the returns of Mr. Vicars and Mr. Sargeaunt of the examinations made by them in that year have not yet been published.

Year.	Corps.	Men examined.	Certificates granted.
1865	33	1,183	739
1866	45	1,798	1,197
1867	54	2,492	1,726
1869	59	2,841	1,512

This table has reference to Great Britain and Ireland, all the schools in which are now under my supervision in so far as relates to the examinations for certificates. The returns of the examinations made by Mr. Sargeaunt and Mr. Vicars, previous to October in 1869, are not yet accessible to me; but if any deduction may be drawn from the returns by those gentlemen already published, it is beyond doubt that the number of certificates granted in 1869, of one class or other, far exceeded the number granted in any previous year. At the same time I do not wish to lay too much stress upon this, because it seems to be beyond dispute that the different assistant inspectors who granted school certificates in former years, measured the attainments of those whom they examined by very different standards. That which is certain from the foregoing table, and at the same time most satisfactory, is that the number of applicants to be examined for school certificates increased largely in each successive year, and that the largest number of applications by far was made in the year in which the examinations were concentrated in the hands of that particular officer who is reported, whether justly, or not, to be the most severe in judging of the merits of the applicants. This appears to me to reflect great credit both upon teachers and upon pupils; and, by the way, it effectually disposes of the allegation still sometimes made by those who have no real acquaintance with the service, that commanding officers discourage the school education of the men. Commanding officers have such a multiplicity of things to look after, that they sometimes find it no easy matter to accomplish all that is expected of them. But I doubt if there be a single commanding officer in the service who is not well pleased when he has a good schoolmaster, and finds that in spite of difficulties his men are making progress in their studies.

The following table shows the successive increase in the number of men who have come forward to be examined for school certificates, and in the number of certificates obtained, from 1865 to the present time, in that portion of the kingdom which was formerly my district of inspection, and in which therefore the attainments of the men examined have been measured by one uniform standard.

Year.	Corps.	Men examined.	Certificates granted.
1865	28	955	593
1866	35	1,259	870
1867	30	1,636	1,017
1868	36	1,734	1,003
1869	41	2,097	1,172

Here, also, a steady increase in the number of aspirants for certificates is shown year by year; and also a continued increase in the number of regiments in which candidates for certificates presented themselves for examination, and in the number of men who succeeded in obtaining certificates of one class or other, with one odd exception in each case. In 1867 the number of corps in which examinations were held fell off considerably; and in the following year the number of successful candidates for certificates slightly diminished. But the general rule is one of steady increase, as may be seen by a glance at the several columns of the table.

Before leaving the subject of school certificates I desire to draw the attention of commanding officers and schoolmasters to the mistake which is sometimes made of bringing men forward for examination so little prepared that the schoolmasters must know beforehand that they have not the smallest chance of obtaining certificates. This is calculated to produce an effect the very reverse of that which no doubt is intended, and to discourage men instead of encouraging them. And it not only discourages the men who fail from coming forward a second time; but it makes other men afraid to offer themselves for examination at all, who nevertheless have, or might easily be induced to have, some ambition to hold certificates of education.

It is of course not to be expected that every man who presents himself for examination shall be in a condition to command success. But men who fail only by a little are often quite ready to come forward again. It is the man who ought not to have been brought forward at all and who fails utterly who is apt either to think that success is quite beyond the reach of such as he, no matter how hard he may work, or, incapable of appreciating beforehand the certainty of his failure by reason of that very ignorance which makes it certain—to believe that he is unfairly judged when he is pronounced disqualified for a certificate. In either case he finds a certain number of comrades who adopt his view and shape their own course accordingly.

It has happened once or twice that men literally quite unable to write to dictation, almost unable to write a copy line, have been allowed to go through the form of sitting at an examination for certificates. Such cases have indeed been very rare; but they ought never to have occurred at all.

The report of the children's schools are generally satisfactory, and I have nothing to add to the suggestions and observations which I have offered upon the method of instruction pursued in them in former reports.

The Council have, I believe, received from Mr. Belling a detailed report of the good position taken by pupils from the regimental schools in the examinations held by the local society of Aldershot and the vicinity in connexion with the Society of Arts in the past

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year. It was not the first occasion on which our schools and schoolmasters had had the opportunity of measuring themselves with the schools and schoolmasters of civil life, and had come out of the amicable strife with honour. Mr. Belling deserves credit for the pains which he has taken to encourage and foster the spirit of honourable emulation under the influence of which some of our best masters at the Camp have brought forward some of the most successful aspirants at the local examinations. Like many other good practices at Aldershot in connexion with the regimental schools, that of pupils from these schools entering the lists for the prizes of the Society of Arts, and of the local society in connexion with it, was first inaugurated by Mr. Grant when he superintended the schools at the Camp, and I think before he received the commission which he had so well earned. Mr. Belling has shown himself in this, as in other things, a most worthy successor of Mr. Grant. I cannot speak too highly of the energy and good temper, and accuracy with which he endeavours to carry into effect the wishes both of his military superiors at the Camp and of myself; or of the intelligent interest which he takes in all that relates to the schools under his superintendence.

I hope that the superintending masters at other stations than Aldershot will exert themselves to bring forward pupils from our schools—not less of adult than of children—to contend for the prizes and certificates offered by the Society of Arts, and by the various local societies in connexion with it. I cannot doubt for a moment that such efforts would redound to the credit of our schools, and of those who conduct them. And I am confident that the great bulk of our schoolmasters are actuated by a sufficiently honourable spirit to lead them to find in this a sufficient inducement to bring their pupils forward at the examinations, and a sufficient reward for any additional labour which they may find it necessary to encounter in order to do so with success.

I have already reported to the Council of Military Education that in several garrisons I have found the libraries in a more or less dilapidated condition, and the catalogues of books more or less imperfect. The commanding officers at the several stations at which I observed this, upon having their attention drawn to it, took immediate steps to have the evil remedied. And in more than one instance it was they themselves that represented the state of things to me, with some complaint, by no means unfounded, of the neglect of those who had preceded them at their respective stations.

It is of the utmost importance that the books should be kept in good order, and that the lists of books should be carefully and accurately kept: unless this is done, a few years will see the Army without libraries, now that the public no longer makes grants of books as these are reported, from time to time, to be required at the several stations. The libraries, as they stood a few years ago, were made over to the troops, to be maintained by them, and managed by them, under certain regulations, and unless every regiment is careful to keep a library in good order whilst under its charge, and insists upon receiving a library in good order from the corps which it relieves whenever it changes its station, there will soon be nothing left in any of the libraries except works of those particular classes which are not popular with the general run of soldiers, and, therefore, are not much exposed to the risk of being worn out. I think it would be of advantage in certain districts to consolidate some of the small outlying libraries into one central library from which the books should be circulated throughout a given district periodically. There

are, of course, many things to be considered before determining to adopt an arrangement of this kind; but the example of Aldershot is sufficient to show that the principle is a sound one, where it can be carried into practice, and on the other hand the example of Manchester, where there are two libraries within an easy walk of each other, containing duplicate copies of numerous works, of some of which a single copy would be superflous, illustrates the soundness of the principle equally well, though in a different and much less satisfactory manner.

The reading-rooms and recreation-rooms, wherever suitable accommodation has been provided, continue to be, as heretofore, much in favour, both with officers and men. I think them amongst the most powerful instruments of civilization which have been brought to bear upon the troops since I have been connected with the army; and therefore one of the most useful products of the modern army school system, out of which they directly sprang.

I have, &c.,

The Secretary to the Council of Military Education.

A. C. GLEIG, Colonel, Inspector of Army Schools.

RETURN of CERTIFICATES awarded by Colonel GLEIG in 1868.

Regiments and Corps in which Examinations were held from January 1869 to January 1870.	Number of Certificates obtained in the several Classes.			Total.
	1st.	2nd.	3rd.	
1st Life Guards	—	—	6	6
2nd „	—	—	4	4
5th Dragoon Guards	—	5	15	20
7th „ „	—	—	4	4
6th Dragoons	—	—	8	8
8th Hussars	1	2	5	8
B.—Royal Horse Artillery	—	1	11	12
C. „ „	—	5	4	9
Depôt „ „	—	3	42	45
4th Brigade, Royal Artillery	—	4	20	24
7th „ „	—	4	20	24
11th „ „	—	8	34	42
12th „ „	—	1	6	7
13th „ „	—	3	6	9
14th „ „	—	1	3	4
17th „ „	—	16	11	27
21st „ „	—	—	8	8
Depôt Brigade „				
1st Division	—	5	27	32
2nd „	1	22	48	71
3rd „	—	5	27	32
R. A. Detachment at Shoeburyns.	1	21	33	55
R. E. „ at Aldershot	—	11	28	39
Military Train	—	16	18	34
Military Train Staff Corps	—	4	20	24
2nd Scots Fusilier Guards	—	9	9	18
2/2 Foot	—	—	—	—
2/3 „	—	—	8	8
1/4 „	—	1	9	10
2/5 „	—	10	37	47

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No. 2.

Regiments and Corps in which Examinations were held from January 1869 to January 1870.	Number of Certificates obtained in the several Classes.			Total.
	1st.	2nd.	3rd.	
2/6 Foot - - -	—	3	62	65
2/7 „ - - -	—	5	22	27
2/8 „ - - -	—	4	36	40
1/12 „ - - -	—	1	10	11
2/13 „ - - -	—	2	9	11
2/17 „ - - -	—	—	23	23
1/20 „ - - -	—	8	28	36
2/22 „ - - -	—	1	15	16
2/23 „ - - -	—	—	2	2
1/25 „ - - -	—	—	6	6
27th „ - - -	1	7	13	21
33rd „ - - -	—	2	13	15
34th „ - - -	—	5	44	49
35th „ - - -	—	5	12	17
40th „ - - -	—	1	9	10
42nd „ - - -	—	8	20	28
50th „ - - -	4	9	14	27
57th „ - - -	—	—	17	7
68th „ - - -	—	3	2	5
91st „ - - -	1	2	28	31
97th „ - - -	—	4	24	28
98th „ - - -	—	1	16	17
99th „ - - -	—	—	8	8
2nd Rifle Brigade - -	—	5	10	15
4th „ „ - -	—	4	6	10
Guards Depôt - - -	—	1	11	12
1st Depôt Battalion - -	1	9	91	101
2nd „ „ - -	—	16	46	62
6th „ „ -	3	6	48	57
7th „ „ - -	—	—	10	10
9th „ „ - -	—	9	29	38
10th „ „ - -	—	13	40	53
11th „ „ - -	—	2	11	13
Total - - -	13	297	1,202	1,512
Total of unsuccessful Candidates - -	in all Classes - -			1,329
Total of Candidates examined - -	in all Classes - -			2,841

APPENDIX II.—No. 3.

APP. II. No. 3.

REPORT by Mr. VICARS, for 1868.

SIR, March 15, 1869.

I HAVE the honour to forward herewith my report of the schools, libraries, reading and recreation rooms in my district for the year ending the 31st December 1868.

The exceptional circumstances which have characterised the last two years, and have to a material degree impeded the progress of adult education among the troops in Ireland, have recurred to a considerable extent during the past year. As I have previously reported on more than one occasion, the necessity which arose, since the outbreak of the Fenian disturbances, to protect outlying towns and villages from danger and from plunder by the presence of a military force has caused regiments, more especially those in the south and in the west, to be broken up into such numerous detachments that frequently three and sometimes only two companies have represented the contingent at head-quarters. It will be unnecessary for me now to recapitulate the impediments and disadvantages, in an educational point of view, which must naturally arise from such a state of things. I have already in previous reports entered at length into the subject. It will suffice for me to say that I regard with hope and satisfaction the prospect, if not of the absolute removal, at all events of the abatement, of so palpable a hindrance to effective school operations and I have pleasure in stating that, all things considered (bearing in mind the drawbacks referred to, supplemented as they have been towards the close of the year by the occurrence of a general election), the condition of the schools in my district may fairly be regarded with satisfaction, that the progress has been steady and proportionate, and that in the increased and increasing interest which is taken in the possession of certificates of education, there is good ground for anticipating results still more substantial and a success yet more complete.

Exceptional period, and unfavourable to adult education in Ireland.

Prospect of the abatement of this evil.

Progress steady.

Increasing interest in educational certificates.

I will now proceed, in accordance with my annual custom, to place before the Council in a tabular form such statistics as seem to me to be calculated to describe in the most authentic characters the position of military schools in Ireland, to portray their condition, and to illustrate their prospects.

I commence with the adults. The number of men of all ranks on the school registers in December 1868 were 3,375. This is a falling off from last year's total of 261, but the way in which the aggregate of 1868 is made up fully compensates, in my judgment, for the mere numerical deficiency. In 1867 the figures were :—

Number of adults on school registers in the various ranks, and average daily attendance in December 1868.

Sergeants	171
Corporals	582
Privates	2,604
Drummers	279

For 1868 they are as follows :—

Sergeants	268
Corporals	703
Privates	2,014
Drummers	390

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Thus it will be seen that the increase of non-commissioned officers and drummers has been very considerable, consisting of 97 sergeants, 121 corporals, and 111 drummers. A large proportion of the privates on our registers are recruits, who are usually compelled to attend school. Considering, then, that several regiments have of late stopped recruiting, and that there has been a sensible reduction of the dutymen available at head-quarters, these figures are the reverse of discouraging. But when we come to examine them in connexion with the average daily attendance they assume a still more favourable aspect. I find that the average daily attendance in December 1868 was 1,527, thus distributed :—

Sergeants - - - -	24
Corporals - - - -	157
Privates - - - -	1,071
Drummers - - - -	275

The increase amounts to 437, a most material addition, and one which serves to bring the attendance into something more like proportion to the number on the registers. Thus the average daily attendance in December 1868 was of—

Sergeants	- 8 per cent.	of the	number	on the	school books.
Corporals	- 22	,,	,,	,,	,,
Privates	- 53	,,	,,	,,	,,
Drummers	- 70	,,	,,	,,	,,

Per-centages of those on the books present on the daily average.

The per-centages for 1867 stood thus :—

Sergeants - - -	11 per cent.
Corporals - - -	16 ,,
Privates - - -	35 ,,
Drummers - - -	56 ,,

Excepting, then, as to sergeants, where the decrease is three per cent., these returns are highly encouraging.

Number of men examined, and their classification.

The number of men examined in my district during the past year was 2,096, as against 1,774 in 1867, or an increase of 322.

The classification of these 2,096 adults in reading, dictation, and arithmetic, based upon the standards prescribed by the regulations, is as follows :—

Reading.

A. - - - - -	488
B. - - - - -	475
C. - - - - -	402
D. - - - - -	300
Over - - - - -	101
Under - - - - -	330
	2,096

Dictation.

A. - - - - -	272
B. - - - - -	303
C. - - - - -	289
D. - - - - -	409
Over - - - - -	74
Under - - - - -	749

Arithmetic.

A.	115
B.	251
C.	195
D.	384
E.	361
Over	10
Under	780

Of these 2,096 men, therefore, 28 per cent. belong to standards A. and above A. as to reading, 16 per cent. as to dictation, and 6 per cent. as to arithmetic.

Those "below" the standards are: in reading 15 per cent., in dictation 35 per cent., and in arithmetic 37 per cent. These figures scarcely vary from those of 1867, but with the number examined augmented by 322. It is something that the per-centages have been sustained, if not absolutely raised.

The progress made in the three subjects, as to which it is calculated, is shown in the following table:— Progress tables.

Dictation.

Great progress	134
Progress	878
Stationary	737
Gone back	71

Writing.

Great progress	96
Progress	1192
Stationary	555
Gone back	36

Arithmetic.

Great progress	143
Progress	958
Stationary	708
Gone back	56

Analyzing these figures, it appears that 55 per cent. have made "great progress" or "progress" in dictation, 68 per cent. in writing, and 58 per cent. in arithmetic.

It may, perhaps, be opportune at this point of my report to make a suggestion to the Council as to the introduction of a column in the table of progress for reading, considering that teaching it, perhaps, is the most laborious part of the schoolmaster's duty, and it is necessarily preliminary to the acquisition of other kinds of instruction, it appears to me that some provision should be made for recording the results attained in this subject, as has already been done in regard to the others. It may be objected, that if the pupil's improvement in this respect is not such as to entitle him to pass into the standard above him, there will be no method of noting what may nevertheless have been a substantial progress. To this, I think, it may be answered, that the intervals at which the examinations take place render it most probable that in many cases, at all Suggestion as to the insertion of a column to mark progress in reading.

APP. II. No. 3.

events where the attendance of the adult has been real and not nominal, he will qualify for a higher standard in reading; but even if he should not do so, the discretion of the examiner will enable him without difficulty to appreciate at its merit the progress made, and to register it accordingly. The addition of such a column will also re-inforce our means of estimating the work of a schoolmaster, and the inspector, if he sees occasion for it, may produce in his report the facts and figures which bear upon the subject. The progress, of course, can only be noted as to the men *present*, but as those who are absent from an examination are for the most part the more advanced pupils, the value of the information will scarcely be diminished by its being partial, if it comprehends within its scope not only the majority, but that portion of an adult school whose progress is most important and interesting.

Certificates of education.

I now come to the question of certificates of education, and, as I have already intimated, I am happy to state that the number of candidates has increased and is still increasing. Although the opinion does not appear to be shared by my colleagues, I still think that the connexion of these certificates with the periodical visit of the inspector is a decided stimulus to the interest of the men in their acquisition, that it augments the number of candidates, that it enhances the importance of the inspector's examination by attaching to it rewards for merit under official sanction, and that there is, in my humble judgment, no reason why the examination should not be conducted by the inspector himself as rigidly and as strictly as it can be under the superintendence of a board furnished by him with examination papers. It certainly increases the labour of the inspector at the time, and makes additional demands upon his care and vigilance to secure that the work may be fairly done by the candidate and without any assistance. But, properly speaking, if his report is to be accepted as reliable and authentic, he must exercise this precaution even as regards men who are not candidates for certificates; and although, no doubt, there may be some difficulties in the arrangements, they are not, I think, of a formidable character, and are worth encountering for the object. I do not wish at all to be understood as desirous of confining the grant of certificates to these periodical visits of the inspector, for I have found, as a matter of fact, that the applications for examination papers have considerably increased, but I am only anxious to vindicate the issue of certificates at such times if there are men qualified to hold them. Mr. Newsom and Mr. Robertson, the superintending schoolmasters in my district, have been able to recommend a considerable number of candidates on the occasion of their examinations, and I think that as the instructions laid down for their guidance, as for mine, are precise, and the qualification is definite, there need be no apprehension that they will err on the side of laxity in the conduct of their examinations, more especially as their recommendations are in every case submitted for my approval and confirmation before they are acted upon.

Opinion in favour of connecting certificates with the visit of the inspector.

No desire to see them confined to this period.

The examination assigned to the several grades of certificates.

I wish to say one word as to the nature of the examination assigned by me to the several grades of certificates. I have always endeavoured to adhere closely to the regulations laid down by the Council, which are, I think, sufficiently distinct and positive for all practical purposes. The note at the foot of Form A., relative to the respective subjects required for each class of certificate, leaves no opening for misconstruction or difficulty as to the precise qualifications enjoined; and I believe that in my district the letter and spirit of the instructions have been obeyed. I append in the usual form a tabular

No. 3.

statement of the number of certificates in the several grades for which I have recommended candidates during the past year.

Special classes only in nominal existence.

I am sorry to report that the system of "special classes" has still only a nominal existence in Ireland. The exceptional circumstances already referred to have no doubt augmented the difficulties of commanding officers in the organization of these classes, as well as in giving effect in its integrity to the principle on which they are founded. I am not in a position to suggest any particular plan in furtherance of this most valuable system. Wherever I have seen a fair opening for its introduction I have recommended to commanding officers to give it a trial. I entertain the hope that during the present year circumstances may be more propitious than they have been of late. As a rule commanding officers are fully sensible of the great advantage of having non-commissioned officers of adequate educational attainments, and should it be found feasible to attach to the various ranks a certain class of certificate as a necessary qualification (I am speaking of course in times of peace) I think that not only would the benefits of instruction be more generally and keenly appreciated by the soldier, but that this system of "special classes," or one akin to it in character and design, would be adopted as calculated to accomplish the object in the most speedy and effective manner.

Children's schools; the average daily attendance and number on school books for December 1868.

The children's schools in my district are on the whole in a satisfactory condition. In some regiments the children are no doubt backward, and not over-intelligent,-but this is due principally to the neglect of their parents in their early years. The children of soldiers married without leave, but who subsequently have been placed on the strength of their regiments, show for the most part that little if anything has been done for them in the form of instruction; but the attendance is generally so regular, and enforced by such happily stringent regulations, that the lee-way may soon be made up to a considerable degree by the combined industry of the pupil and the activity of the teacher.

The number of children examined, and their classification and progress.

The number of children ("grown") on the school books in Ireland in December 1868 was 812, thus composed :—

Boys	456
Girls	346

The average daily attendance for that period was 1,588, consisting of—

Boys	346
Girls	254

These numbers show that 73 per cent. of the boys and 71 per cent. of the girls attended on the daily average.

The number of grown children examined in 1868 was 679 as against 550 in 1867, and their standard classification is as follows :—

Reading.

A.	103
B.	149
C.	155
D.	159
Over	16
Under	97

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Dictation.

A.	63
B.	78
C.	165
D.	138
Over	15
Under	280

Arithmetic.

A.	39
B.	46
C.	90
D.	84
E.	111
Over	17
Under	292

Per-centages of attainments and progress.

These figures yield the subjoined per-centages :—

Reading.

A., and above B. A. - 39 per cent.

Dictation.

A. and above B. A. - 23 per cent.

Arithmetic.

A. and above B. A. - 15 per cent.

The progress made is thus represented :—

Dictation.

Great progress	91
Progress	307
Stationary	156
Gone back	4

Writing.

Great progress	110
Progress	410
Stationary	53
Gone back	4

Arithmetic.

Great progress	92
Progress	368
Stationary	114
Gone back	4

Thus 71 per cent. have made great progress or progress in dictation, 91 per cent. in writing, and 82 per cent. in arithmetic. This is a most gratifying return.

Infant schools.

The number of infants on the school books for December last was 1,296, composed of—

Boys	650
Girls	646

The daily average attendance for that month was 988, *i.e.*:—

Boys	492
Girls	496

Showing a per-centage of 75 boys and 76 girls.

The infant school system seems to work satisfactorily. The accommodation in many cases, as I have reported in the ordinary way, is of too confined and limited a character. It is highly desirable, with a view to the efficiency of the system, that the infant school should be held in a separate room from that occupied by the grown children; that there should be a gallery for the children, and desks and forms of suitable size and height, and that there should be space enough for marching and facing.

Singing.

The singing, both in the grown children and infant schools, continues to be indifferent, and I cannot discover any decided improvement since my last report. Whether it is that soldiers' children are naturally unmusical, or that the teachers generally have not the ear and taste to qualify them for giving instruction in singing successfully, or that they do not bestow sufficient time and attention upon it, I cannot determine; but the inferiority in this respect is probably due to a combination of these causes.

Industrial schools.

The number of children attending in industrial schools in Ireland on the daily average in December last was 1,083. I have seen no reason to find fault to any extent with the materials chosen or the workmanship. There can be no question that the grant is a great boon to the children, and the custom of giving to the child, as far as it is practicable, the article of dress she has herself made imparts an additional interest to the work, and serves to reconcile the mothers to the loss of their daughters' services at home when they find their time is so profitably employed at school.

Conduct and character of the schoolmasters and schoolmistresses.

I am happy in being able to speak once again most favourably of the character and conduct of the schoolmasters and schoolmistresses in my district, and I wish to bear testimony to the valuable assistance I have received from Mr. Newsom and Mr. Robertson.

Libraries, reading, and recreation rooms, &c.

The library system continues to give satisfaction, and to work smoothly. Due care and supervision are exercised in the selection of the newspapers and periodicals, so as to exclude works of an objectionable character.

Indifferent accommodation.

The accommodation is still indifferent in many barracks, and the full benefits of the system cannot be enjoyed where this is the case. The deficiency, so far as Portobello barracks is concerned, has been amply supplied in the form of a large and a most commodious building, erected, I believe, on the model of the reading and recreation rooms in Richmond barracks. It cannot but be desirable to extend this kind of accommodation as far as is practicable. Anything which can be done in this way to counteract the attractions of the town, and to furnish the soldier with rational amusement and enjoyment during his hours of leisure in his own barracks is surely well worth the cost.

I have, &c.

EDWD. A. VICARS.

The Secretary,
Council of Military Education.

APP. II. No. 3.

RETURN of CERTIFICATES awarded by Mr. VICARS in 1868.

Regiments or Corps in which Examinations were held from 1st January 1868 to 1st January 1869.	Number of Certificates obtained in the several Classes.			Total Certificates obtained in all Classes.
	1st.	2nd.	3rd.	
1st Royal Dragoons	—	2	3	5
2nd Dragoons	9	30	36	75
3rd „ (Buffs)	1	4	1	6
Grenadier Guards	12	13	30	55
Coldstream „	5	42	14	61
4th Foot	—	2	10	12
6th Dragoon Guards	28	20	16	64
12th Lancers	7	8	16	31
14th Hussars	—	6	13	19
17th Foot, 1st Battalion	5	18	15	38
17th „ 2nd „	—	5	9	14
39th Foot	9	18	16	43
44th „	—	15	4	19
52nd Light Infantry	6	4	27	37
54th Foot	—	4	5	9
56th „	—	5	25	30
62nd „	1	6	10	17
63rd „	—	4	14	18
66th „	3	5	8	16
71st „	3	—	13	16
81st „	1	16	—	17
89th „	—	20	21	41
Royal Artillery	1	10	22	33
Total of Certificates in the several Classes	91	257	328	676
Total of unsuccessful Candidates		120		120
Total examined		796		796

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st Class	33	45	13
2nd „	136	87	84
3rd „	140	164	24
Total	309	296	71
Grand total	676		

Remarks.—120 men were disqualified, viz., 47 non-commissioned officers, full and acting, 62 privates, gunners, and drivers, and 11 trumpeters, buglers, and drummers.

APPENDIX II.—No. 4.

APP. II. No. 4.

REPORT by MR. VICARS for 1869.

SIR, 25th February 1870.

I HAVE the honour to forward the accompanying report of the schools, libraries, reading and recreation rooms, &c. &c. &c., in my district for the year ending the 31st December 1869.

I have on several previous occasions directed attention to the increased difficulties and hindrances to army education in Ireland which had arisen out of the unsettled state of the country. I regret to state that those disturbing causes have in no appreciable degree been diminished during the last 12 months. I need not now trouble the Council with any recapitulation of the ways in which our schools have suffered from such a state of things, as I have already and on more than one occasion entered at length into the subject. I shall proceed, therefore, at once, in accordance with my usual custom, to lay before the Council in a statistical form such facts as appear to me to explain the present condition of military schools in Ireland, and to show what has been accomplished during the past year.

Number of men on school books in December 1869.

The number of men of all ranks on the school books in December 1869 were 3,680; of this total 206 were serjeants, 709 acting and full corporals, 310 drummers, and 2,375 privates.

For the corresponding period of the preceding year the numbers were 3,375, thus composed:—

Sergeants	268
Corporals	703
Drummers	390
Privates	2,014

There is no material discrepancy in these numbers, except as to serjeants and drummers, who appear to have fallen off to the extent of 62 and 80 respectively.

Average daily attendance.

The average daily attendance for December 1869 was 1,111, as against 1,527 in December 1868, or a decrease of 416. Considering that the register shows a nominal addition of 305, this diminution is striking and notable, and illustrates in a practical form the extent to which the education of adults has been arrested by the circumstances to which I have alluded.

The daily average attendance of 1,111 is equivalent to 30 per cent. of the number on the school books, and of this aggregate 100 were sergeants, 100 corporals, 590 drummers, and 320 privates.

The daily average for December 1868.

The daily average for December 1868 was made up as follows:—

Sergeants	8	per cent. of the number on the school books.
Corporals	22	,, ,, ,, ,,
Drummers	70	,, ,, ,, ,,
Privates	53	,, ,, ,, ,,

So that there has been a decrease as to corporals, drummers, and privates.

Number of men examined during the year 1869.

The number of men examined in my district, either by myself or by superintending schoolmasters, during the year 1869 were 1,424. The figures for the two previous years stand thus:—

In 1867	1,774
In 1868	2,096

APP. II. No. 4. Classification in the standards.

The 1,424 adults are thus classified in the three subjects to which our standards apply :—

Reading.

A.	432
B.	314
C.	268
D.	166
Over	96
Under	148
	1,424

Dictation.

A.	220
B.	213
C.	272
D.	260
Over	40
Under	419
	1,424

Arithmetic.

A.	85
B.	197
C.	182
D.	267
E.	219
Over	14
Under	460
	1,424

Per-centages.

Upon an analysis of these figures we find that of these 1,424 men 30 per cent. belong to A. and above A. in reading, 18 per cent. in dictation, and 36 per cent. in arithmetic. There has been an improvement since the previous year in respect to the two former of 2 per cent., and in respect to arithmetic of something a little less than 1 per cent.

Those below the standards are, in reading 10 per cent., in dictation 29 per cent., and in arithmetic 32 per cent., whereas in the examinations for 1868 it appeared that 15 per cent. were "below" in reading, 35 per cent. in dictation, and 37 per cent. in arithmetic.

Tables of progress.

The progress made in the three subjects of classification can be calculated as to 1,223 in dictation, as to 1,281 in writing, and as to 1,283 in arithmetic.

The figures stand thus :—

Dictation.

Great progress	95
Progress	766
Stationary	316
Gone back	46

Writing.

Great progress	78
Progress	903
Stationary	288
Gone back	12

Arithmetic.

Great progress	105
Progress	854
Stationary	287
Gone back	37

Per-centages.

It seems then that 67 per cent. have made great progress or progress in dictation, 76 per cent. in writing, and 74 per cent. in arithmetic.

Explanation of the number under the head of "Stationary."

The figures under the head of stationary may, I think, in general terms be described as representing that proportion of each adult school which has been most irregular in its attendance. As a matter of fact I have rarely had occasion to classify a soldier under this head, without finding on reference to register that from some cause or other he had been a frequent absentee from school, so that often a re-examination of such an one is rather a test as to how much he may have forgotten than as to how much he may have learned. There are, of course, adults whose intelligence and capacity are so far below par as to render their education a matter of extreme difficulty, if not absolutely impracticable; but this will be principally the case with old soldiers, and as a rule it will be safe to attribute the failure to improve rather to a want or neglect of opportunities than to any mental deficiency.

Childrens' schools.

I am glad to be able to write in favourable terms of the condition and prospects of the children's schools in my district.

The returns of progress which I shall presently produce are, I think, very satisfactory.

Number on books in December 1869, and average daily attendance.

The number of "grown children" on the books in December 1869 were —

Boys	441
Girls	386

or 827 in the aggregate.

The average daily attendance for that month was 690, consisting of 384 boys and 306 girls. This is 83·4 per cent. of the number on the registers.

Number on books in December 1868, and average daily attendance.

For purposes of comparison I give the figures of the previous year.

Number on the books	812
Average daily attendance	600

or 73 per cent of the former.

Number of children examined, and their classification.

The number of children examined in the past year was 632, as against 679 in the year preceding. The classification is as follows:

Reading.

A.	97
B.	114
C.	151
D.	166
Over	27
Under	77
	632

App. II. No. 4.

Dictation.

A.	63
B.	74
C.	86
D.	148
Over	14
Under	247
	632

Arithmetic.

A.	27
B.	53
C.	56
D.	70
E.	122
Over	19
Under	285
	632

So that the attainments of these 632 children may thus be tabulated —

Per-centages.

Reading.

A. B., and above A - 37 per cent.

Dictation.

A. B., and above A. - 23 per cent.

Arithmetic.

A. B., and above A. - 15 per cent.

The numbers below the standards are, in

Reading	10 per cent.
Dictation	39 per cent.
Arithmetic	45 per cent.

Tables of progress.

Subjoined are the tables of progress which refer to 486 children :—*

Dictation.

Great progress	89
Progress	319
Stationary	75
Gone back	3
	486

Writing.

Great progress	115
Progress	360
Stationary	59
Gone back	2

* *Note by the Council.*—It would appear that in Writing and Arithmetic 536 children are included.

Arithmetic.

Great progress	77
Progress	373
Stationary	76
Gone back	10

The above tables bear the following per centages:—

Dictation.

"Great Progress" or "Progress"	88 per cent.
Writing	98 „
Arithmetic	92 „

which I consider a most gratifying return.

Infant schools.

The number of infants on the school books in December 1869 were 995, composed of 481 boys and 514 girls. The average daily attendance for that month was 755 or 75 per cent. of the number on the registers. This attendance of infants falls somewhat short proportionably of that of the "grown children;" but this is to be ascribed to the former being younger, more liable to ailments of different kinds, and to being kept at home in inclement weather.

The system. Still an insufficiency of accommodation.

The infant school system is in my opinion well adapted for the purposes for which it was established. The insufficiency of the accommodation provided for infant schools, to which I have frequently drawn attention, still continues to interfere with their discipline and efficiency.

Singing.

I have no improvement to record in the singing, which is still very moderate.

Industrial schools.

The industrial school system seems to work successfully. The materials are strong, plain, and useful, and are converted for the most part into articles of ordinary wearing apparel.

Conduct of schoolmasters and schoolmistresses.

The conduct of the schoolmasters and schoolmistresses in my district, during the past year, has been such as to merit my warm approval and commendation. As a class they appear to discharge their duties with ability and conscientiousness; and I think it may truly be averred that among the obstacles and difficulties which hamper the administration of military schools, no one can fairly include such as would arise either from a want of intellectual capacity or of moral character in their teachers.

Libraries, &c., &c.

I have nothing new to report as to the libraries, reading, and recreation rooms; the accommodation is still in many cases inadequate. In several stations the reading and recreation rooms are not distinct, of which arrangement the disadvantages are obvious. I observe with satisfaction that refreshment bars are more general and in greater request than formerly. This is in itself a hopeful indication that the soldier is learning to spend his hours of leisure in his barracks, and that he is being to some extent withdrawn from the many temptations and dangers of the streets and the public house.

I have, &c.
EDWD. A. VICARS.

The Secretary,
Council of Military Education.

APP. II. No. 4.

RETURN of CERTIFICATES awarded by Mr. VICARS in 1869.

Regiment or Corps in which Examination for Certificates was held from 1st January to 31st December 1869.	Number of the Certificates gained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
1st Battalion Grenadier Guards -	—	8	17	25
2nd Dragoons - - -	—	9	9	18
6th Dragoon Guards - -	25	14	18	57
44th Regiment - - -	2	12	15	29
54th „ - - -	1	15	11	27
72nd „ - - -	8	35	24	67
89th „ - - -	—	4	9	13
Royal Artillery - - -	2	18	44	64
Total of Certificates of several Classes - -	38	115	147	300
Total of unsuccessful Candidates - - -		84		84
Total of Candidates - -		384		384

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	8	30	—
2nd - - -	59	42	14
3rd - -	63	72	12
Total - -	130	144	26
Grand Total -		300	

Remarks.—84 candidates were disqualified, vizt., 30 non-commissioned officers, 44 privates, and 10 drummers.

APP. II.
No. 5.

APPENDIX II.—No. 5.

REPORT by Lieut.-Colonel BELLAIRS for 1868.

SIR, Gibraltar, February 8, 1869.

I HAVE the honour to transmit for submission to the Council of Education the following general report on the regimental schools at this station for the past year.

1. My appointment as Local Inspector of Schools only dates from September last, the time of my arrival at Gibraltar in succession to Colonel Hugh Smith, C.B., deceased.

2. The garrison consists of the— Garrison.

15th Brigade, Royal Artillery;
3 Companies, Royal Engineers;
1 Battalion, 13th Regiment;
28th Regiment;
71st „
74th „
83rd „

Of these, the 74th arrived in February, the 28th and 71st Regiments in October last, relieving the 87th, 75th, and 2nd Battalion 15th Regiments, respectively.

3. I have recently inspected the schools of the garrison, and have already furnished detailed reports on each, with exception of that of the 71st Regiment, which had been inspected just prior to leaving Ireland. Annual inspection.

4. I had occasion to remark specially upon the general efficiency of the schools of the 1st Battalion 13th, and 83rd Regiments; the superior style of "reading" in the 83rd Regiment; the great progress made in arithmetic by the Royal Artillery; the unusually good singing of the children in the 1st Battalion 13th Regiment; and the excellent condition of the industrial school of the Royal Engineers—all in these respects above the average. Special remarks.

5. The attendance of the adults belonging to the ordinary class has been very irregular, and progress in consequence unsatisfactory, as must inevitably be the case in a garrison like this, where the various duties of guards, pickets, fatigues, working parties on public works, &c., probably press heavier on the soldier than at other stations. A few men manage to give a fair attendance in spite of the heavy duty, but the rest fail to do so for want of some inducement in the shape of exemption from parades or duties. Attendance.

The attendance of the children is satisfactory.

6. The number attending the special classes at the time of my inspections was but 57 out of a force of 4,500. If at a station like this one corps can form a special class, all could. Different regiments have done so here for years past. The great advantages attending the formation of these classes have been so repeatedly insisted on, that it is unnecessary for me to enlarge upon that subject. I may, however, point out that time has shown that neither persuasion, nor the evident good results arising from the introduction of the special class system, have been sufficient to induce all commanding officers to carry it out. The time has arrived now, I submit, when it is desirable that paragraph 454 of the Queen's Regulations should be altered, so as to render the formation of Special classes.

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a special class compulsory, so many men per company attending according to the circumstances in which a regiment may be placed, and at the discretion of the general officer commanding the district or station. Commanding officers not to discontinue or reduce the number attending, except under particular circumstances, which should be reported to the general officer.

School accommodation.

7. Infant schoolrooms have been recommended to be built near the married soldiers' huts at Windmill Hill, and at Europa. They will be included in future estimates. The Town Range Barracks also require a separate infant schoolroom.

Schoolmasters.

8. The schoolmasters have conducted themselves creditably, and their commanding officers in their reports speak favourably of them.

Schoolmistresses.

9. The same may be said of the schoolmistresses.

School assistants.

10. The school assistants are too frequently changed. If they are intelligent they are offered promotion on condition of giving up their school duties, and as a rule they naturally prefer the prospect of rising as non-commissioned officers to remaining stationary as school assistants.

Certificates.

11. 76 non-commissioned officers and men were examined for certificates; 20 of these failed, and four only passed for the same class certificates that they were already in possession of, leaving 52 successful.

From commanding officers not offering any special advantage to the possessors of certificates, the men do not evince sufficient interest in these examinations. As their promotion does not depend on their having certificates, they do not see any present advantage to be gained by them, and do not generally foresee their value in enabling them, when they quit the service, to obtain more readily situations requiring some educational qualifications. For want of some instruction to commanding officers, directing them to encourage their men to come forward to these examinations, and that the possessors of certificates should, as far as possible, be made available for promotion, too few compete for certificates to serve the purposes of promotion. I think the number might be increased materially by certificates being granted at the inspection examination, without obliging the men to undergo (what is often distasteful to them) a further special examination.

Classification.

12. The present system of classifying pupils appears to be somewhat arbitrary, and subject to variation according to the different ideas which may influence inspectors as to what entitles a pupil to be placed in a certain standard.

Were instructions given on this subject similar to those issued regarding school certificates, guidance would be afforded to the schoolmasters and inspectors in making their examinations, and the classification resulting would prove more trustworthy and less variable than at present; also, certificates could be granted at the ordinary inspection examinations without the necessity of pupils undergoing further special examination, taking up the time of all, and rather calculated to deter candidates from coming forward. The attainments required for a third-class certificate seem very similar to those for standard C., for a second-class like those for standard B., and for a first-class those for standard A., with the addition of certain extra subjects.

Night schools.

13. Night schools have been established in some regiments with success. With the artillery they are especially useful, the men's duties employing them so much by day. Detachment night schools have also been opened on account of the scattered state of this corps, and the men cannot fail to derive great benefit from Colonel Maberly's exertions in this respect.

There have been some difficulties in obtaining the means of lighting these schools. I strongly recommend that every encouragement should be given towards keeping them up, and that sufficient light should be

furnished for the purpose, as well as extra supplies of school materials. There can be no doubt that these schools are exceedingly useful in a moral and educational point of view.

Lectures.

14. The lectures now being given by the schoolmasters (16 each during the season) are fairly attended.

Garrison libraries.

15. There are two garrison libraries at this station—one at the Casemate Barracks for the north district, and the other at the South Barracks for the south district. They are used merely as depôts from whence the books are issued periodically to the regimental libraries and recreation rooms once a quarter at present. These two libraries would, in my opinion, be much better amalgamated under one librarian, and placed in some central position, particularly as the rooms now appropriated for them are much required by the regiments occupying the barracks.

Recreation rooms.

16. The recreation room in the Casemate Barracks is an excellent one, and its management by the 83d Regiment is admirable in every way. Those belonging to the other corps are mostly barrack rooms devoted to this purpose.

This appropriation acts prejudicially on the soldiers, who are in consequence greatly overcrowded for want of proper space. Special recreation rooms to each barracks are much required.

School materials (black boards).

17. Instruction in savings bank accounts could be easier and better given were there in each schoolroom a black board painted so as to represent a savings bank book sheet. This has occasionally been done by regiments at their own expense, but as a corps only remains in a barrack a short time and cannot remove the boards so painted with them, I submit that the expense should be borne by the public, and that all schoolrooms should be supplied with such boards, or an allowance given towards having the painting executed.

Sponges.

18. It has been pointed out to me that the small sponge usually supplied to schoolmasters for black-board purposes is insufficient. I would suggest that regiments should be permitted to draw an allowance in lieu of this sponge. They could then supply themselves with a good duster, which would answer the purpose required better, or else, as sponge is cheap in the Mediterranean, buy double the quantity now supplied.

Schoolmasters' examinations.

19. In two instances the schoolmasters had not held any preliminary examination to my inspections, and in numerous cases I have found that pupils underwent their first examination by me.

I have pointed out to the schoolmasters, through their commanding officers, that section 10 of the fourth report on army schools conveys the instructions of the Council that the schoolmaster should hold an examination one month prior to that made by the inspector, and that it is desirable that their examination should be conducted by a wing at a time, as laid down in the report; also, that pupils should undergo their first examination within a month of their joining the schools.

I have, &c.,

W. BELLAIRS, Lieutenant-Colonel,
Local Inspector of Army Schools.

The Secretary
Council of Military Education.

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No. 6.

APPENDIX II.—No. 6.

REPORT by Lieut.-Colonel BELLAIRS for 1869.

SIR, Gibraltar, February 14, 1870.

I HAVE the honour to transmit for submission to the Council of Education the following general report on the regimental schools at this station for the year 1869 :—

Corps in garrison.

1. The garrison has consisted of the same corps as mentioned in my last annual report, the only alteration being that of reduced establishments, viz. :—

15th Brigade Royal Artillery.
17th, 30th, and 31st Companies Royal Engineers.
1st Battalion 13th Regiment.
28th Regiment.
71st ,,
74th ,,
83d ,,

Annual examination reports.

2. The detailed reports connected with my recent annual examination of the schools of these corps have been already forwarded for the information of the Council.

State of schools generally.

3. It will be seen by these that the adult and grown children's schools of the 1st battalion 13th and 83d Regiments maintain their superior general efficiency, and that those of the 74th Regiment, mainly through the ability and exertions of their master, appointed during the year, have reached an equal degree of efficiency. The infant schools of the 1st battalion 13th, 28th, and 83d Regiments are deserving of special mention as being in a very satisfactory state. The industrial school of the Royal Engineers continues the best in the garrison. The different schools of the other corps have shown progress, and may be pronounced to be in a greater state of efficiency than a year since.

Attendance of ordinary classes.

4. The attendance of the ordinary classes is still unsatisfactory, arising from the same causes that have been so frequently explained—the various heavy duties incidental to a garrison like this.

Many men who give but desultory attendance are uselessly retained on the school books of some corps, thus tending in minor ways to fritter away the schoolmaster's time. I am disposed to think that this indulgence does not encourage or attract men to school, and that better attendance would be insured were all such men, giving less than an average attendance of twice a week, struck off the register. A regulation enforcing some restriction on this head seems to be required, as experience has shown that generally when left solely to the discretion of commanding officers nothing is done to remedy the evil. In some cases it may not, perhaps, be sufficiently understood that with regimental schools a large number of pupils on the books is no criterion of progress; on the contrary, it may be accepted as the rule that, beyond a certain number, the greater the excess the less efficient the school. There is more real progress with good attendance from a few than with an intermitting attendance from many. It may be mentioned that the desire to retain the services of an extra assistant who otherwise might have to return to his duty is, perhaps, sometimes the cause of names being kept on the register notwithstanding irregular attendance.

Attendance of special classes.

5. The attendance of the special classes has been unequal, the Royal Artillery and 74th averaging nearly 80 hours each man a month, while in other corps it has ranged from 25 to 50 hours only. The attention of commanding officers of the latter regiments has been called

to this, in the hope that they may be induced to enforce the stricter and better rules carried out in the Royal Artillery and 74th Regiment.

6. The attendance of the children has been generally satisfactory, taking into consideration that the soldiers' married quarters are often detached and distant from the schools. Attendance of children.

During the hot summer months the hours for attendance with corps having married soldiers' quarters at a distance were with advantage altered, so as to give with a short interval four hours before the children's dinner, and dispensing with the afternoon attendance. The children were thus saved from double trips backwards and forwards during the hottest part of the day, and from probable illness as a consequence. Besides that the children benefited in health, a better attendance was secured, and more real progress made.

Had the children been dismissed at an earlier hour to attend again in the afternoon, they would inevitably have returned fagged from the great heat and glare at a period of the day when even the soldiers are as much as possible kept under shelter, and the attendance would have fallen off, and the progress have become less satisfactory. With such young children it may, I think, be doubted if in warm climates the afternoon attendance is of any benefit.

7. It is probably very desirable that every soldier requiring it should be educated to a certain standard, and that attendance should be made compulsory towards that end. The qualification to ensure dismissal from school would, perhaps, be much the same as now required for a third-class certificate, certainly not of a very high character, and about as low as could well be selected. But constituted as many corps now are, some of a lower status of education than others, even such a required qualification would soon have the effect of crowding the school with men who never would pass the necessary examination to ensure dismissal. It would be destructive to the efficiency of the school, and impede more qualified pupils passing through it, were these men kept on the register beyond a specified period, or beyond the time when it had become evident that no progress could be expected from them. Compulsory attendance.

Compulsory attendance will not alone ensure a *man learning anything*. Unless a man himself is willing, and exerts himself to learn, nothing will be gained by keeping him at school.

In carrying out any scheme of compulsory attendance care should, I think, be taken not to commence too early in a soldier's career, or until he has acquired his drill and has become accustomed to his new life and duties. By then he will have become disciplined, be much more amenable to receive instruction, and be better able to estimate the advantages likely to result from passing through the school. For these reasons it would be well to wait until the first year's service was over before obliging soldiers to attend, and then to pass them through the school in special classes of a manageable number.

The practice of causing large numbers of young soldiers to attend school because they happen to have recently joined the corps must act prejudicially to the discipline and efficiency of the school, as the master and his assistants are rarely equal to the influx of so much raw material. I have seen compulsory attendance carried out in this erroneous fashion, and, as might have been expected, it has only resulted in failure and disappointment to all concerned.

8. My own observations of the indifferent results arising from the irregular attendance of ordinary classes, confirmed by the unfavourable reports made on the same subject for many years past by the assistant inspectors, lead me to the conclusion that the sooner the ordinary class under the present system is done away with, and a scheme of compulsory attendance organized on the special class model in lieu thereof, the Ordinary classes should be abolished.

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better for the educational prospects of the army. It would rarely happen that a special class, more or less modified, according to circumstances, as to exemptions from duties, could not be formed, if an adult school could be opened at all.

It would be far better for the interests of the school that the whole energies and attention of the master should be devoted to a small class of pupils attending regularly five hours daily, who would then be rapidly brought up to the necessary standard, and being dismissed school would be succeeded by another batch, than that his instructions and time should be wasted on many pupils giving only fitful attendance.

Schoolmasters' examinations.

9. The half-yearly examinations carried out by the schoolmasters seem to me of doubtful value. For days the regular school work is generally interrupted, and the master's time taken up, in order to furnish a few statistics which are supposed, often erroneously, I think, to give an insight into the state and progress of the school. It may be that for the children's school such an examination may be of benefit, and, as there are few or no absentees, it can be carried out without great difficulty in one day. But, as regards the adult schools, I submit that these examinations might be advantageously dispensed with. A much truer test of the efficiency of these schools would be afforded by a report showing the number of men passed through the special classes during the year, and the proportion of these who obtained certificates.

Certificates.

10. I had the honour to transmit on the 28th August last reports from commanding officers on the subject of army school certificates, called for by your letter of the 12th August last, and I availed myself of that opportunity to state my views on the same head. I then pointed out that commanding officers in this garrison seemed to be generally agreed as to the advantages arising from the formation of the special classes, that since my previous annual report considerable progress had been made in carrying out that system and enforcing examinations for promotion, that every regiment had its special class, and made the possession of certificates obligatory for the purposes of promotion. In some corps the army school certificate had been adopted, and in others a regimental standard of a similar character. This improved condition continues.

I also expressed an opinion that the time had now arrived when it was desirable to make the formation of special classes compulsory, and to enforce, under certain restrictions, the possession of army school certificates for promotion.

I may add here that one reason why commanding officers often prefer adopting a certificate of their own is, that they can carry out an examination at any moment, instead of having to wait until the assistant inspector holds his. At times, according to circumstances, great changes take place in the ranks of non-commissioned officers, and new men are required to fill the vacancies at once. It appears to me that General Order No. 7, Schools, 1870, will scarcely meet this requirement, and that consequently commanding officers will still usually prefer to ignore the army school certificate and to adhere to their own. The good results arising from forming additional special classes and carrying out that system more strictly, and from the encouragement given by some commanding officers, 15th Brigade Royal Artillery, 28th, and 74th Regiments, to men taking up army school certificates, may be seen in the increased number of certificates granted during the past as compared with the previous year, viz., 275 against 52. The candidates who failed were about 36 per cent. With the exception of a few all the men were examined at special examinations held about every three months for the purpose.

Certificates for children.

11. Commanding officers have, on my recommendation, granted certificates to a few children who were able to pass the necessary examination. This has been greatly appreciated, not only by the children them-

selves, but also, I am told, by their parents, and is a step I think well calculated to give an impetus to study in the grown children's schools. The schoolmasters will endeavour to bring forward their pupils for such prizes, the children will vie with each other to obtain them, and the parents will doubtless stimulate the more backward ones to exert themselves.

Night and detachment schools.

12. Night schools are working with advantage in the Royal Artillery and the 71st and 74th Regiments, the average attendance respectively each evening being 53, 24, and 38. The fact of so many men voluntarily spending their evenings in this way is evidence of the increased desire for self-improvement that has sprung up in this garrison, and shows that these night schools act as powerful moral agencies which are consequently deserving of every encouragement. The establishment of these schools also evinces the increasing interest taken by commanding officers in the improvement of their men, and shows that they are well aided by their schoolmasters and assistants in furthering this object.

The Royal Artillery and 71st Regiment have detachment schools at Europa. The former also have night schools in five different detached batteries.

Lectures.

13. Lectures, combined with the magic lantern, are being occasionally given by some of the schoolmasters. Readings by officers and non-commissioned officers are also carried out in some corps. The latter form of entertainment is probably the more popular, and perhaps as instructive.

Few men can lecture well, and unless a schoolmaster has this rare gift it seems a pity that his time and energies should be devoted to preparing an indifferent lecture. In regiments having night schools the schoolmasters have been unable to take their share of delivering lectures.

School accommodation.

14. The school accommodation of this station has been increased during the past year by a new building erected for the adults of the wing of the regiment quartered at Europa.

The more pressing want now is separate accommodation for the infant school of the regiment occupying the Town Range barracks.

Garrison libraries.

15. The garrison libraries continue in the same rooms in the casemate and south barracks, forming depôts for issuing books to the north and south districts. A small supply of fuel has been authorized during the wet months, to prevent damage to the books from damp.

Recreation rooms.

16. The recreation rooms accommodation remained the same during the past as in the previous year, being, with exception of that in the casemate barracks, converted barrack rooms, which properly should be occupied, and are much required for the men.

Special accommodation is, however, being provided for the companies of the Royal Engineers by the erection of a suitable building by Hargraves Barracks, and for the regiment occupying Town Range and Wellington Front barracks by the conversion of a store building by the Town Range barracks. It is also intended to erect a building for the purpose at the Moorish castle for the use of the Royal Artillery.

School regulations.

17. There is a great want of a manual of school regulations for ready reference. At present the rules for the guidance of schools are much scattered, and many portions are to be found only as hints, suggestions, and recommendations contained in the different reports on army schools published from time to time by the Council. These reports, after being read by commanding officers, are, as may be expected, soon put aside and forgotten. It would lead to great convenience as well as efficiency in the working of schools were all necessary regulations brought together in one small volume written in a clear, concise, and brief form.

18. It will be gathered from the foregoing paragraphs that there are many minor ways in which, according to my judgment, the schoolmaster's time is unwisely interfered with, and his attention distracted

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from what should be his legitimate work—the teaching of his pupils—which alone is quite sufficient to claim all his energies. Irregular attendance of pupils, schoolmasters' half-yearly examinations, delivery of lectures, filling in elaborate registers or returns, all perhaps tend more or less to occupy the schoolmaster's time. Another cause may be mentioned, indifferent assistants. There are not sufficient inducements for good assistants to remain for any length of time in the school, and generally, as soon as one has acquired in some degree the art of teaching, he is taken away for other duties and to be promoted.

W. BELLAIRS,
Lieut.-Col., Assistant Adjutant General, and L.I.A. Schools.

The Secretary,
Council of Military Education.

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APPENDIX II.—No. 7.

REPORT by Lieut.-Colonel McCREA for 1868.

Malta, January 25, 1869.

SIR,

I AM happy to state that the annual report on the education of the army in this command during the past year can testify to a generally increased interest taken by all classes with whom I have been thrown into communication on this important matter.

Without entering into details which in the separate reports of the examinations of regiments or corps have been already rendered to the Council, I would remark that generally while the attendance of the adults at the day schools has been irregular on account of the heavy duties of the garrison, there has been an increased wish on the part of the men to avail themselves of the advantage of evening and special classes, and that they have received support and encouragement in this both from schoolmasters and officers commanding.

The attendance of the grown children and infants has been generally regular, except in the extreme heat of summer. The time when progress is really made is during the cooler months of winter, when the climate here assimilates to that of the south-west of England. I regret, however, to add that this progress is checked by the want of warmth and comfort in the schools, no fuel being allowed for this purpose. Parents are naturally unwilling to permit the attendance of young children (often too scantily clad) in bad weather under such circumstances. I have not yet succeeded in prevailing upon the local authorities to concede this boon; but I have submitted in the proper quarter that where so much care and expense concerning army schools is now undertaken, it is a pity so trifling additional an expense should thus seriously check their advantages.

During the last ten years much improvement may be sensibly noticed in the social habits of soldiers and of their families, partly, I have no doubt, due to the general progress of education. Their wives and children have become more comfortable at home, better dressed and mannered abroad. The slatternly woman, so well known as typical of their position in life, is in many stations now the exception rather than the rule; while the appearance of the children at the Sunday schools would bear favourable comparison with that of our best country parishes. To the warm, unflagging interest taken by many wives of officers is due a large measure of this satisfactory change, and it therefore varies in regiments accordingly. And I may further add, that if the directions contained in order of 9th August 1867, concerning soldiers' marriages, be strictly carried out in future by officers commanding, this improvement in the class therein alluded to, assisted by the refinement necessarily produced by

training and education, will produce in a few years more a still greater marked and substantial amelioration of their social condition.

During the winter 1867–68 lectures and readings were numerous and varied. The latter especially, undertaken by the Royal Artillery, under the encouragement of the commanding officer, Colonel Goodenough, were very successful. They were delivered in the chapel school of the Barracca; and besides several hundred non-commissioned officers and men of the garrison, the delightful rendering of favourite passages of our best English authors by Lieutenant Harvey, R.A., and Captain Lewis, 1/8th Regiment, attracted a large audience of the principal inhabitants. H.E. the Governor and Lady Grant were among the number, an encouragement and appreciation of the efforts of these officers which could not fail to be understood by the men, or productive of a pleasant influence among them.

During the past year I examined and recommended for certificates 184 non-commissioned officers and privates, and I find the interest towards obtaining these marks of educational merit decidedly on the increase. In addition to the usual tests at the annual inspections, I hold quarterly examinations at which men of all regiments in the garrison are invited to compete together. This I believe puts a little more zest into the matter, arouses more general attention, and makes the men more than ever anxious to avoid failure. Generally I find they succeed very well as far as the second-class certificate, the schoolmasters having latterly taken more care in the instruction of saving banks and ledger accounts. But beyond that point few can go, the simplest questions in history and geography proving an insurmountable stumbling-block. The brain of man, when matured, appears to master well the details of minute fact, such as the study of arithmetic or engineering presents; but subjects of mere surface-holding must, to bear hereafter satisfactory results, be sprinkled over the memory when the mental soil is still soft and plastic. I should be glad to see especial reward attached to the gaining of the first class certificate, such as the addition of 1*d.* per diem to its holder while in the service, and a mention of the fact on a soldier's parchment certificate on discharge.

I would suggest, as an useful addition to the schools, that an inexpensive kind of globe might be given. It would much facilitate explanation to the elder children, and it is a point to which the schoolmasters have frequently drawn my attention.

An immense advance has this past year taken place in the singing of the children of several schools, to which no little *éclat* was given by the attendance of the glee classes at some of the inspection dinners, when the general officers expressed themselves much pleased at the effect. The children of the 10th brigade of the Royal Artillery, under the especial encouragement of Colonel Goodenough, have had great pains taken with their singing by Lieutenant Douglas, R.A., assisted by Mr. Compton the schoolmaster, with a result which when heard could hardly fail to be appreciated. I may venture to add that I much doubt if their performance could be excelled by children of equal age in any other place.

Another feature connected with the schools is the drilling of the boys for half an hour every morning on leaving the classes. This was introduced here by Lieut.-Colonel Hamilton, V.C., of the 64th regiment, and carried out by his schoolmaster, Mr. Murray, with an excellent result. The little soldiers drill and perform their miniature marching movements with admirable precision. The effect is very pleasing, and cannot fail to exercise an influence towards order and discipline in the after life of each of the young members thus early engaged in this martial pastime.

On the break up of the schools at Christmas each regiment gave a feast to its children, at which the ladies of the corps assisted. This, with

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the games which followed and toys distributed, was a source of keen pleasure to the young people. His Excellency the Governor was good enough to give for an afternoon a portion of one of the public gardens to the artillery for this purpose, and, on the invitation of Colonel and Mrs. Goodenough, to encourage the undertaking by his presence, accompanied by Lady Grant and many of their friends. He expressed himself much pleased with the glee singing of the children on this occasion.

There is also one thing more which, as connected with the elevation of the general moral tone of the service, may not be unfitly mentioned. One afternoon in each week the married women of the regiments in garrison are invited by a committee of ladies (wives of the officers, headed by Lady Grant and Mrs. Rich, the wife of Colonel Rich, C.B., Deputy Quartermaster General) to assemble for work and instruction. Materials of a neat, cheap, yet good quality, are bought wholesale in England; and the women, purchasing these by small weekly instalments, make up the garments on the spot, the cost in part being defrayed by a subscription among friends of the movement. During the work some instructive book is read out by the ladies present. I am aware that this is also in operation at other stations; and in Canada, from which the 10th Brigade came, it was most successful. Independently of the immediate gain in cheap, good clothes to some extent, the high influences thus directly brought to bear on wives and mothers of families of soldiers are, no doubt, the sources in part of the general improvement in tone and feeling to which I have before alluded.

It remains then, sir, only to submit these remarks to the consideration of your Council, in the hope they may be found to evince signs of an onward movement in the great work they have in hand. Of old it was written—

> ————æqua lege necessitas
> Sortitur insignes et imos;
> Omne capax movet urna nomen.

But through the silent levers everywhere labouring to raise the mental culture of men and families who will again take their places among the people, whence they emerged to enter the service, may it not be said that a more equitable and gentle rule is gradually leading to that neutral ground where people of all grades may meet without distrust under the humanizing influences of a wide-spread education.

I have, &c.

R. B. McCrea,
Lieut.-Colonel.

The Secretary to the Council of Military Education.

Table showing the Number of Certificates obtained by Regiments serving in the Garrison of Malta, during the Year 1868.

Regiments.	1st Class.	2d Class.	3d Class.
Royal Artillery - - -	9	109	66
64th Regiment - - -			
30th " - - -			
1/8th " - - -			
1/24th " - - -			
87th " - - -			
		Total -	184

APPENDIX II.—No. 8.

REPORT by Lieut.-Colonel MCCREA for 1869.

SIR, Malta, Jan. 31st, 1870.

IN compliance with the instructions of the Council of Military Education, I have the honour to submit the following remarks on the general state of education of the various branches of the service in this conmand for the past year.

Indeed I have but little to report that has not been in previous reports made known to the Council. The work of the schools is carried on with great regularity, and commanding officers take increasing interest in securing to their men the great advantages thus offered, whenever duty will permit. By changes in the armament of this fortress, consequent on late modern inventions, I think it not improbable that the heavy routine duties of this garrison may at no distant date be lightened, resulting naturally in an increased attendance at the regimental schools. The schoolmasters are a zealous, painstaking class of men, very anxious to see their pupils take a high standard in the examinations. It is clear by many outward signs that rudimentary education is making its mark more visibly each year on the morale and condition of the service. Among other tokens we see it by the anxiety of the men to obtain certificates; by the large daily attendance at the recreation rooms; by the demand for new books at the libraries; and by the interest shown by the men in the intellectual amusements started on their behalf in various ways by the officers of the garrison, either regimentally or collectively.

I do not wish to enter comparisons between the regiments, their acquirements, or successes; but I may point out a few items which especially invited attention in passing round from one regiment to another. The superior quality of the arithmetical examinations in the 87th Royal Irish Fusileers was very marked; while the needlework of the girls of the 64th regiment, and the admirable drill of the boys, far surpassed all other similar efforts elsewhere. To these I must add the generally superior advancement of the grown children of the Royal Engineer School; and the singing of the Royal Artillery classes at St. Elmo under the able and incessant encouragement of Lieutenant Douglas, R.A., and Mr. Compton, the schoolmaster. This eclipses everything of the kind which I have ever heard before in the service, and is listened to with pleasure by the officers on guest nights after mess. As a general rule I think that it happens that excellence is likely to be attained in that specialité for which the commanding officer, or his wife, or some one of the most influential persons of the regiment, may have shown a decided preference. The tone, bearing, and dress of the children in which a lady or ladies of the regiment show an interest, is decidedly marked.

The comfort of the school-rooms has also a decided influence on the matter, as well as the distance of the schools from the married quarters of the regiment. It is I consider an important point that school-rooms should be as close as possible to the barracks, if not within the walls. At Lower St. Elmo, as I have noted in the remarks on the examination reports, the school-rooms are dark, comfortless, and uninviting; and the infant school at the Upper St. Elmo is far too small for the purpose. I have pointed out in former reports the advisability of making the school-rooms comfortable, I might say habitable, in winter with a fire. Winter is the principal time for work here, so that for want of this a large per-centage of otherwise well-directed labour is probably of no effect.

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I have remarked during the examinations of different regiments that instruction in history and geography does not form a sufficiently important item in the classes of the grown children; and I have impressed upon the schoolmasters the advantage which may be gained by always making the reading lessons a medium for this instruction. When once the man has grown up without some rudimentary knowledge of these essential points of civilized life, they are most difficult to acquire; while this ignorance forms the chief stumbling block towards taking out first-class certificates. This, however, is not of so much importance compared to the fact that this ignorance in a great measure deprives men from enjoying the advantages now so largely afforded by works of travel in the libraries, and much narrows the interest taken in the events now crowded together in the daily papers. This interest once gained is never lost in life, but increases as years pass by and experience ripens; until as age descends a fund of blessings is stored up by memory which without some primary intelligence in these subjects would never have been acquired.

The return of certificates for the past year is attached to this report, and though a large number of men have submitted themselves for these examinations, the number would probably have even been larger if some uniform rule establishing their value were published throughout the service. In one regiment, for instance, they are considered an absolute necessity towards promotion; in another they are not regarded at all, but the commanding officer holds an examination of his own; in a third they are used up to the rank of serjeant, the first-class certificate being thought of less importance. I am of opinion that it might be well to abolish the examinations for the two lower classes of certificates, leaving commanding officers to make their own examinations for promotions, for which the instructions will be a sufficient guide; and placing the first-class certificate on a higher footing, to be competed for at open periodical examinations; the successful candidates, limited in number, to be rewarded in some small but substantial way. And further it would be well if these certificates, thus gained in competition during service, should form a positive assisting passport to government employment after quitting the service. Some scheme such as this would, I submit, give an enduring impetus to the education of our men—an impetus, where so much is done by routine, which is much required.

A great deal of good work has been done towards the employment and entertainment of the men of an evening in regimental concerts, theatricals, and readings. In this the 48th Regiment is conspicuous for its exertions. Last winter (68–69), by a misunderstanding connected with the Baracca Chapel School, already explained to the Council, the garrison "Readings from English Authors, with Selections of Music," which in the former year had proved so successful, did not take place. They have been resumed this winter under the especial patronage of H.E. the Lieutenant-General commanding. Above 600 non-commissioned officers and men attended the first, which was also encouraged by the presence of Sir Patrick and Lady Grant, Vice-Admiral and Lady Milne, and 200 of the principal people of the place. I attach some importance to the latter fact, as doubtless if soldiers see the amusement provided for their gratification is sufficiently good for their superiors as well, whose attendance gives a higher tone to the entertainments in all respects, the efforts of their officers in this respect cannot fail to be by them more highly appreciated, and inducive of higher pleasures than those most generally sought after.

Lectures upon professional subjects to both officers and men have also been instituted under the sanction and active assistance of the Lieutenant-

General commanding. The first series, upon Field Fortification, have already been delivered by Captain Durnford, of the Royal Engineers, in the presence of Sir Patrick Grant and the whole of his staff. The attendance of men and officers was not, however, encouraging, though the lectures were in detail interesting, well delivered, and profusely illustrated. The truth appears to be, that after the day's work is over men will gladly accept instruction combined with amusement, but not the dry abstract facts unalloyed by the geniality of the lighter matter. It had also been arranged that a series of lectures should be given on astronomy, illustrated by the magic lantern; but owing to the deputy controller not having been able to purchase the necessary appliances here, as directed by the Council, these lectures, as is much to be regretted, have necessarily been abandoned. The popularity of the readings will, I hope, make some amends for this, and next winter we shall, I doubt not, have the deficiences of the lantern remedied.

I must not omit to add that a class on surveying has been formed under the instruction of Captain Smith, of the 87th Royal Irish Fusileers, an officer who has passed through the Staff College. With the sanction of the Lieutenant-General commanding a number of officers have been released from regimental duties for a certain time with this object in view. At the close of the season I shall request Captain Smith to give me a return of the results for the information of the Council.

On making my inspections of the different recreation rooms and libraries, it appeared to me that in many cases the prices charged by agents in London for newspapers and periodicals were higher than what they ought to be. As the literary publications taken in by the regiments of the service throughout the world are almost identical, I would suggest that it might be worth the while of some large agent in London to offer by circular to supply regiments at a contract rate. As the amount taken yearly is considerable, the advantage both to the regiments and the contractor might be worthy of consideration.

In concluding I would observe that the work done during the pas year towards the general improvement of non-commissioned officers and soldiers has not been inconsiderable, and has probably been the more satisfactory in this command from the fact that during the past year no regiments have left for other stations. I would respectfully add, that what in my judgment is required to render the system still more efficient and productive, is to supply an increased incentive towards improvement and diligence, such as prizes for children under proper rules, and a real value to be attached to the certificate of education, both while in the service and (other circumstances of course suiting as well) after discharge from the service has been taken.

I have, &c.

R. B. McCrea, Lieut.-Colonel, R.A.,
Local Inspector of Army Schools.

The Secretary to the Council of
Military Education.

Return of Certificates of Education taken in Malta during the year 1869.

1st Class.	2nd Class.	3rd Class.	Failed.	Total number examined.
5	102	156	210	473

APP. II.

No. 9.

APPENDIX II.—No. 9.

REPORT by Superintending Schoolmaster LITTLE for 1868.

Royal Artillery, 3rd Brigade.
K. Battalion, 4th Brigade Royal Engineers.
53rd Foot.
1/60th „
69th „
78th „
1/ Rifle Brigade,
Royal Can. Rifles.

SIR, Head Quarters, Montreal, 14th May 1869.

I HAVE the honour to forward, for the information of the Council of Military Education, the enclosed annual reports upon the schools in this command enumerated in the margin, under the supervision of superintending schoolmaster Mr. Little.

I have, &c.
JOHN J. BISSET, Major General,
for Lieut.-General Commanding
in British North America.

The Secretary of the Council
of Military Education,
London, England.

SIR, Montreal, April 27th, 1869.

IN presenting my reports upon the state and working of the Army Schools in the second military district, I feel it right to make a few remarks.

With the common classes of adults there has been almost no improvement. This is owing to their very desultory attendance. It must, however, be admitted that they do not take advantage of all the school opportunities which present themselves.

In compliance with a general order issued last October, special classes were formed in every corps and detachment in Canada, except in the Royal Artillery at Quebec, whose teacher was not looked upon as competent to instruct a class of this kind. In this district these classes displayed very marked evidence of progress. Men who could not read nor form a letter when the classes were opened have not only learnt to read, but also to write from dictation and work the simple rules of arithmetic. I append specimens taken from the school of the 78th regiment, and this evidence of rapid progress is not confined to that school. This, I think, offers an excellent opportunity to illustrate the benefits to be derived from special classes.

Attached are the opinions of Lieutenant-Colonels Fielden, 1/60, and Bagot, 69th regiment, on the utility of these classes. These commanding officers frequently visited the classes, addressed words of advice and encouragement to the pupils, which had the effect of creating emulation among them, and also served as an incentive to increased exertion on the part of the teachers. As both officers consider that a graduated measure of education should be a necessary qualification for promotion to the non-commissioned ranks, hence in these two corps men, who were heretofore quite unconcerned about their mental improvement, now not only attend school willingly, but spend most of their leisure time in the barrack rooms in study.

I examined 807 men. Of these, 89, or 11 per cent., could not read; 82 or 10 per cent. could read a little, but not well enough to gather the meaning; 229, or over 28 per cent., could not write easy words from dictation; 292, or 36 per cent., could not work simple multiplication and division; and they are all young soldiers who are thus so backward.

With respect to the grown children, of no school can I say that its scholars are really well advanced; their knowledge of geography, grammar, and arithmetic proved, on examination, to be limited and superficial. These schools, instead of increasing in proficiency, seem to recede. This is the prevailing impression left upon my mind.

In the infant schools instruction is confined to the mere elementary branches; the examination in these gave satisfactory results. In the industrial departments plain sewing, knitting, and darning are systematically taught, and with beneficial results. It is to be regretted that cutting out is still neglected in some of the schools.

In consequence of an infectious disease having attacked the children of the Royal Canadian Rifles attending the Cottages School, it was closed at the time of inspection. There is, therefore, no report of it.

Order, cleanliness, neatness, and discipline prevail in all the schools. The commanding officers express satisfaction with the schoolmasters and schoolmistresses, with their moral character and standing, with their qualifications, management, and mode of teaching.

I am, &c.
J. LITTLE,
Superintending Schoolmaster.

SIR, Montreal, April 12, 1869.

THE examination of the special class established in the battalion under my command during the past five winter months having been completed by Superintendent schoolmaster Little, I wish to bring this circumstance to the notice of Major-General Bisset; and I append a return showing the state of each man's education on the 16th November last and the improvement made during the time which has elapsed between that date and the 9th April instant.

I am of opinion that these "special classes" are of great advantage to the soldiers, and that they should be formed whenever the circumstances of a battalion will admit of it, more particularly of course during the winter months. They induce habits of application, and often a desire for knowledge, though at first the soldier may have joined the class in order to escape other duties.

At the same time they afford convenient lists from which a commanding officer may select men fit for promotion.

I have every reason to be perfectly satisfied with the manner in which Schoolmaster Hebb, attached to the battalion, has conducted the instruction and superintendence of the class. The men make rapid progress under him, and appreciate his mode of treating them.

I have, &c.
R. J. FEILDEN, Lieut.-Colonel,
Commanding 1/60 R. Rifles.

The Brigade Major,
2nd Military District, Montreal.

App. II.
No. 9.

MEMORANDUM FOR SUPERINTENDING SCHOOLMASTER.

Montreal, April 10, 1869.

ON taking command of this regiment this year my attention was particularly drawn to the lamentable want of education prevailing among the non-commissioned officers. In some cases captains of companies complained that sergeants could not even write out the orders. A special class had previously to my taking command been established, of which I had taken regimental charge. The result of this class has been so successful that I intend as far as possible to keep a special class always at work. Captains of companies are instructed to draft into this class any young man who may appear to them likely to make a good non-commissioned officer. Great care is taken in watching their progress.

I have taken the amount of knowledge required by the second and third class certificates of education as the curriculum for sergeants and corporals before promotion. I hardly approve of pushing the system further for the colour sergeant, as it appears to me his is an appointment which is more dependent on personal qualities than on mere education.

I have adopted a regimental system of examination, and the result invariably appears in regimental orders. Great attention is paid to the education of recruits up to a certain point.

The result of all this has been most marvellous. I am credibly informed that every afternoon the barrack rooms are occupied by men learning to write, &c., and many come up for examination self-educated in this way without going to school at all. I hope next year to be able to tell the Council of Military Education that ignorance has ceased in the 69th Regiment. At present I certainly cannot say it.

GEO. BAGOT, Lieut.-Colonel,
Commanding 69th Regiment.

RETURN of CERTIFICATES of EDUCATION awarded by Superintending Schoolmaster LITTLE in Canada in 1868.

Regiments or Corps in which Examinations for Certificates were held from December 1867 to December 1868.	Number of Certificates obtained in the several Corps.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
Royal Artillery, 3rd Brigade -	7	21	38	66
1st Battalion, 16th Regiment -	—	1	11	12
1st Battalion, 60th Rifles - -	5	19	79	103
100th Regiment - - -	—	2	15	17
Royal Canadian Rifles - -	—	—	2	2
Total Certificates of the several Corps - -	12	43	145	200
Total unsuccessful Candidates - - - - -	—	—	—	107
Total of Candidates examined	—	—	—	307

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS. APP. II. No. 9.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	8	4	—
2nd - - -	31	12	—
3rd - -	58	81	6
Total - -	97	97	6
Grand Total -		200	

Note.—The whole of the above certificates were obtained at special examinations.

APPENDIX II.—No. 10.

APP. II. No. 10.

REPORT by SUPERINTENDING SCHOOLMASTER STOCKHAM for 1868.

SIR, Head Quarters, Montreal, 20th August 1869.

I HAVE the honour to forward, for the information of the Council of Military Education, the accompanying Report on the Schools of the First Military District, as received from Mr. S. Stockham, the Superintending Schoolmaster.

I have, &c.,
J. E THACKWELL,
Deputy Adjutant General,
for Lieut. General Commanding
in British North America.

The Secretary of the Council of Military Education, London, England.

SIR, Montreal, August 11th, 1869.

I HAVE the honour to forward, for the information of the Lieut. General commanding, and Council of Military Education, a report as to the working of the schools of the First Military District (Canada) since March 1868.

The inspection returns of the regimental and detachment schools as per margin were sent to the Brigade Major of that district on the 31st March 1869, with a request for their transmission to the Council.

F. and H Batteries, 4th Brigade, Royal Artillery, Toronto, Ontario.
E. Battery, ditto, London, Ontario.
13th Hussars, Toronto, Ontario.
29th Toronto, and London, Ontario.

Since my examination of the above-named date, four regiments have left the district, viz., 2/17th Regiment from Toronto, Ontario, for England; 53rd Regiment, from London, Ontario, for Quebec; 4/60th Rifles, from London, Ontario, for New Brunswick; and 69th Regiment, from Brantford, Ontario, for Montreal. Three stations, Brantford, Hamilton, and Stratford, have ceased to be such for the

APP. II. No. 10.

troops; and my examinations have been this year confined to the garrison of Toronto, Ontario, having the head-quarters of the 4th Brigade Royal Artillery, 13th Hussars head-quarters, and a wing of the 29th Regiment, and London, Ontario, together with two detachment schools, viz., E. Battery, 4th Brigade, Royal Artillery, and a wing of the 29th Regiment.

Condition of the schools.

The condition and working of the schools which came under my observation this year were much superior to those of former examinations, but this is a necessary consequence when schoolmasters and schoolmistresses are doing their duty.

Grown children's schools.

74 grown children were present at the examinations, out of 79 on the school books.

Religious instruction to ditto.

The religious instruction given before me has been satisfactory. The military chaplain, I am informed, gave directions to the schoolmasters as to the particular course of religious training they were to pursue weekly; added to carrying out his instructions, there have been different parts of the Old and New Testaments selected and taught by the teachers.

These lessons have been well explained by the teachers, and the children had an excellent knowledge of this vital part of instruction.

Secular instruction to ditto. Reading.

Last year the reading of the grown children was too fast and in a low tone of voice, particularly with the girls. On this point a great improvement has taken place; it is now clear, slow, and distinct in comparison. In some of the schools several of the children were still only reading the sequel to second book of lessons; this can be accounted for by the great number of infant children that have been sent to the master's schools.

In the 29th Regiment two classes had been received into the Master's, and in the 4th Brigade, Royal Artillery; several infant children had also joined. Some of the elder children, however, read from the 4th Lesson Book and Supplement to ditto.

Dictation.

The dictation has improved in all the schools. In my last report I stated that in most of the schools I examined the grown children were not sufficiently advanced to write answers on some of the subjects set them in their examination books. I am pleased to say that a good progress had been made in this branch, as in the 13th Hussars and 4th Brigade, Royal Artillery, many were able to write answers this year to questions I gave them in English History and geography. In the 29th Regiment several of the elder children have made a considerable progress in dictation, but as yet could not write their answers.

Writing.

I have seen several good specimens of handwriting, a point to be particularly watched, as writing the answers, &c. sometimes induces a quick, unintelligible style.

Arithmetic.

The greatest improvement in the different subjects taught has been made in arithmetic. The elder children appeared well acquainted with nearly all the subjects enumerated in standard B, and the junior classes worked thoroughly the rules in which they were. I can report all well grounded in their tables, particularly in weights and measures, and I attribute the improvement in their knowledge of arithmetic to their having been obliged to learn their tables well before they were pushed forward. This subject was not taught so well previously.

English Grammar.

The grown children were acquainted with the outlines of English grammar in all the schools having trained masters in my district. In the 13th Hussars and 4th Brigade, Royal Artillery, the elder children parsed some sentences very passably in their examination books.

These subjects had been taught in all the schools I visited. Almost all my questions were correctly answered in writing by the advanced classes. The whole of the children had been taught orally, and seemed quite conversant with the subjects in detail. I may say these branches were very good. English history and geography.

Singing was not as much taught in the grown children's schools as I could have wished. I think this is to be much regretted, as it is found a pleasing interlude to more severe study. I must mention that the children of the Church of England were instructed by the military chaplain and the adjutant of the 4th Brigade, Royal Artillery, Captain Sandham, in Church singing. Singing.

The attendance of the grown children has been regular, a very necessary and much called for improvement. Attendance.

The conduct and discipline of the grown children's schools in the Garrison of Toronto was good. At London, Ontario, it was not so satisfactory, but I gave the acting garrison schoolmaster directions as to the course I wished followed (he had only been a short time in charge of the schools at the period of my examination), and judging from the attention he had paid to the teaching, and other matters connected with it, I think my orders were fully carried out. Discipline.

Having visited the schools very constantly, I can report that the cleanliness and tidiness of the grown children, and their general appearance, was satisfactory. Tidiness and cleanliness.

I found the school registers for grown children cleanly and correctly kept, and I beg to report that time-tables were in all the schoolrooms; the subjects laid down in them were, I was told, strictly followed by the teachers. School registers and time-tables.

It has been suggested, that could some reward be given to the elder boys, it would prove a great incentive to learning. The elder girls receive this boon in the shape of some article of clothing made in the industrial school; but as the boys are not members of that school, the benefit does not extend to them. I have no doubt that the chance of a prize would make them more anxious to attend, and profit by the instructions they receive. Drummer and band boys I would also include in these rewards. Rewards to grown boys.

The infant schools had been very creditably managed, with one exception, and even concerning this I must qualify the disapproval by stating that the mistress was not trained, and had had very little experience in school management. The school to which I refer was that of the detachment in London, Ontario. Infant's schools.

The Bible lessons given before me were good and well-explained, with the exception before named. Religious instruction to ditto.

Reading, writing on slates and in copybooks, arithmetic, tables, object and moral lessons, had been taught in most of the infant schools. Some of the senior classes read well to me from "Simple Truths" and 1st Lesson Book, the remainder from McLeod's cards in a fair manner. I gave directions for the advanced children to be moved into the master's schools. I found a very great variation in arithmetical progress in the different schools. In some the first three rules were well known; in others, only the first, simple addition. I think this is a branch which should be grounded in the infant school. The object clock-face and ball-frame lessons were well taught. Singing was nominally taught, but not with much science or theory; still, it helped to amuse the infants, and prevented the school hours becoming tedious; therefore the effects were good, at least, in a practical, though not in a musical way. Secular instruction to ditto.

Both the grown and infant children had been allowed a quarter of an hour for out-school exercise; and the latter were taught swinging of arms and other exercises at school. The number of

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infant children present at my examinations were 91 out of 102 on the school books, which was satisfactory.

Industrial schools. The industrial schools were in good order. The work made in each had been of a useful kind, viz., dresses, inside apparel, blouses, pinafores, &c., &c.

Attendance. In some of the schools the attendances of the Infant and Industrial children during the winter was irregular. The great distance at which many lived from the barrack schools (particularly in the 29th Regiment) had been the cause. The infant and industrial children of the Royal Artillery lived in barracks at the New Fort, Toronto; accommodation having been found for the married people there. Attendance of those was regular.

Discipline. The conduct and discipline of these schools were good; the children were quiet, and behaved themselves in a satisfactory manner.

Cleanliness and tidiness. With one or two exceptions, I found the infant children clean and tidy in their appearance.

School registers and time-tables. The infant and industrial school registers were properly kept, and time-tables were in each schoolroom.

Visitor's books. With one circumstance I must acquaint the Council. In the Infant and Industrial schools there is no uniformity with regard to visitors' books; some few have them supplied by the schoolmasters, and where they are, they are of great service. Others have not been supplied (the supply, I am informed, not being obligatory on the masters); I would suggest the supplying them by authority, and having them correctly kept as in the master's school. Of course I would suggest other headings, as those in use for the grown children and adults are headed serjeants, corporals, drummers, and privates; but that change could be easily effected.

Adults' schools. 184 non-commissioned officers, drummers, and privates, were present out of 312 on the school books.

Instruction to ditto. Reading, writing in copybooks, arithmetic, and tables, had been taught in these schools. Many of the men appeared to have made a steady improvement; there were, however, several below the standards of attainments. Dictation and arithmetic were well taught to the senior classes, and their reading was good.

Special classes. 39 men have been attending the special classes of the 1st Military District; these have belonged to the 4th Brigade, Royal Artillery, and 29th Regiment. These classes were formed in November 1868, by order of the Lieut.-General Commanding, and dismissed in March and April this year. The 13th Hussars were unable to form one, and the Detachment, 29th Regiment, at London, Ontario, did not form one until February last. These classes, I think, continue to do much good; in fact the men attending them receive more education in a month than the ordinary classes would communicate in six. I wish they were more extended, and attended in larger numbers; the effects would soon be perceived.

Evening classes. The voluntary evening classes formed by the schoolmasters at Toronto, were quite successful during the past winter. Schoolmaster W. Fryer, 4th Brigade, Royal Artillery, formed one consisting of 56 men. Schoolmaster Hy. Flood, 13th Hussars, one of 18 men. Schoolmaster P. Clarke, 29th Regiment, one also consisting of 16 men, and evening classes were established at London, Ontario, in the detachment schools. Independently of the subjects taught at the ordinary classes in the day, the study of English history and geography was successfully pursued at the evening schools. I have been present at these classes, and can report the successful manner in which they were conducted. Peculiar advantages present themselves in Canada for ensuring success in this kind of tuition;

for instance, the length of the winter evenings, the great distance of the barracks (especially at Toronto) from the town, and the severity of the weather, make the men, perhaps, more anxious to attend than they would be at home.

Conduct and discipline.

The conduct and attention of the adults had been excellent. I did not hear any complaints.

Attendance.

I cannot report any improvement in the attendance of the adults, which in every regiment under my supervision has been most irregular. Duties, fatigues (more of a regimental than a garrison nature), and evening parades are, I am told, the cause of the evil. No doubt they do work against the interests of te schools, still a great point would be gained could some change take place, as it materially affects the purposes for which the schools were projected. I do not include the special classes in this charge of irregular attendance, and with those, progress can be fairly estimated and seen.

Lieut.-Colonel Gleig, R.A., the Inspector of Schools, notices in the Fifth Report of the Council of Military Education, that the drummer and band boys are not so much advanced as formerly. This is true, but the reason can easily be made clear.

Formerly in nearly every regiment (the Guards especially) these boys attended school as regularly as the children; practising their instruments, and attending some few parades, formed the only excuse for non-attendance; as the former was generally managed it interfered but very little with their school duties, therefore the progress was in proportion. The young trumpeters of the 13th Hussars attend on the old principle, and their progress is proportionate.

School certificates.

Thirty-one school certificates were recommended this year to regiments in my district. Some of these candidates were men who had been rejected on former occasions. I am happy to say they were not discouraged, but tried again successfully. Were any tangible reward awaiting the winners I feel assured many more would compete, and with success. At present (I understand) they repeatedly ask the schoolmasters what real advantages will accrue to them in their possession. If even promotion partially depended on them all, as it does in some regiments, the advantageous results would soon be seen. In the 4th Brigade Royal Artillery very few would try at all for third-class certificates, but they have been generally successful competitors for first and second. I did not recommend many men for correct work in their examination books according to the instructions of the Council of Military Education in their Fourth Blue Book, page 18, as they sit so very closely at the annual examinations that one can hardly act fairly in so doing; whereas at a special examination for certificates it is different. The men are at a good distance from each other; a profound quiet reigns, and fair play in every way can be given.

School registers and time-tables.

I found the adults' registers cleanly and correctly kept. Time tables were in each school room, both at Toronto and London, Ontario.

School accommodation.

The school accommodation of Toronto district has been sufficient, and the furniture supplied ample.

Conduct of schoolmasters and schoolmistresses.

I am glad to remark that I have no occasion to say anything unfavourably of the schoolmasters and schoolmistresses; on the contrary, I have much to praise when I speak generally of their energy and zeal on every occasion connected with their school duties; and to individualise I will begin with schoolmaster W. Fryer, 4th Brigade Royal Artillery. He fully maintains the character given of him by Mr. Sargeaunt, the inspector for North

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Britain, when in charge of schools of the 7th Brigade Royal Artillery. Schoolmaster Hy. Flood, 13th Hussars, is very energetic, and his commanding officer reports most favorably on his conduct; and schoolmaster P. Clarke, 29th Regiment, has conducted his school very well indeed.

The schoolmistresses are painstaking, and as theirs is a situation in which great patience and trouble must be shown ere the slightest show of improvement is apparently made by the very juvenile pupil, I need only mention that a good many promotions to the upper schools have taken place during the year, and that circumstance will show that the duties are, I think, conscientiously fulfilled. Schoolmistress Fryer, 4th Brigade Royal Artillery, and schoolmistress H. Rowan, 29th Regiment, have been very painstaking with their schools. Acting schoolmistress Todd, 13th Hussars, has been the same.

School assistants.

I have not had any complaints against the school assistants. The schoolmasters have reported very well on their efficiency and good conduct.

There was only one monitress in the district (29th Regiment), and she appeared attentive to her duties.

I have now informed the Lieutenant General Commanding and Council of Military Education of all that has come under my observation during my examinations, and beg to say that in my humble opinion the army schools which have been in my district during the past year were on leaving it in as favourable a state as could be expected.

I also forward a return of school certificates, &c. recommended by me from December 1867 to December 1868.

I have, &c.,

SAMUEL N. STOCKHAM,

Superintending Schoolmaster,

Canada.

The Deputy Adjutant General,
&c., &c., &c.
Montreal.

RETURN of CERTIFICATES, recommended by Superintending Schoolmaster S. N. STOCKHAM, 1st Military District, Toronto, Ontario, Canada, from December 1867 to December 1868.

Regiments or Corps in which Examinations for Certificates were held from December 1867 to December 1868.	Numbers of Certificates obtained in the several Classes.			Total Certificates obtained in all the Classes.
	1st.	2nd.	3rd.	
F and H Batteries, 4th Brigade, Royal Artillery.	3	1	14	18
E Battery, ditto - - -	—	2	—	2
2/17th Regiment - - -	—	5	9	14
29th " - - -	—	2	14	16
4/60th Rifles - - - -	2	2	11	15
53rd Regiment - - -	—	6	11	17
69th " - - -	—	3	10	13
Total of Certificates of the several Classes - -	5	21	69	95
Total unsuccessful Candidates	1	37	17	55
Total of Candidates examined	6	58	86	150

TABLE showing the NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS. APP. II. No. 10.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Trumpeters, Buglers, and Drummers.
1st - - -	3	1	1
2nd - -	11	9	1
3rd - -	46	23	—
Total - -	60	33	2
Grand Total -	95		

Note.—93 of the above received certificates at my periodical inspection, the remaining two candidates were specially examined.

Remarks.—Several of the candidates have belonged to the special classes.

A return of certificates awarded by Superintending Schoolmaster Stockham in 1869 was subsequently received. It includes 2 first class, 13 second class, and 22 third class certificates.

APPENDIX II.—No. 11. APP. II. No. 11.

REPORT by CAPTAIN DUNN for 1868.

No. 437.

MY LORD, Head Quarters, Simla, September 8, 1868.

I HAVE the honour to forward for the information of His Royal Highness the Field Marshal Commander-in-Chief the accompanying letter, No. 648, dated the 17th ultimo, from the Superintendent of Army Schools in Bengal, together with 38 reports of schools inspected by that officer during the period from 1st December 1867 to the 15th June 1868 for transmission to the Council of Military Education.

2. Captain Dunn's remarks regarding insufficiency of school accommodation have in every case received attention.

3. The schoolmasters who have lost their appointments and been returned to the ranks for misconduct, referred to in paragraph 20 of Captain Dunn's letter, are Johnstone, Sealy, and Browne, regarding whom separate communications have already been addressed* to your Lordship for the information of His Royal Highness.

4. The untrained females appointed provisional schoolmistresses in Bengal this year, alluded to in Captain Dunn's letter, paragraph 18, are Mrs. Scott, Allen, and Davin, as previously reported to your Lordship.†

* Letters 334 of 9th July 1868; 365 of 28th July 1868; and 422 of 1st September 1868.
† Letters 53 of 11th July 1868; 371 of 1st August 1868; and 383 of 7th August 1868.

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5. Referring to paragraph 19 of Captain Dunn's letter, my despatch, No. 409, of the 18th ultimo has informed His Royal Highness of the liberality of the Indian Government in authorizing the appointment of trained schoolmasters for artillery schools at stations in Bengal where there are two batteries quartered together.

I have, &c.
(Signed) W. R. MANSFIELD, General,
Commander-in-Chief in India.

The Adjutant-General of the Forces, Horse Guards, London.

The Adjutant-General, Army, Head Quarters, Simla.

No. 648. Office of Superintendent of Army Schools,
Kussowlie, August 17, 1868.

SIR,

I HAVE the honour to submit for transmission to the Council of Military Education reports on 37 schools inspected by me during a tour extending from 1st December 1867 to 15th June 1868, with duplicates of the same, for the information of His Excellency the Commander-in-Chief, the return of which when done with is solicited. A copy of the report on each school has been sent to the officer commanding.

2. I would beg here to make my grateful acknowledgment of the kind consideration with which His Royal Highness the Field Marshal Commanding-in-Chief was pleased to receive the representation made by me in forwarding my last year's reports of the onerous duties which the inspection of the schools of so large a district entailed upon me, as communicated with your No. 3,776, of 6th May 1868; as, however, this correspondence did not reach me till my arrival at Peshawur, the extreme station visited by me, I was not able on this occasion to avail myself of the permission accorded by His Royal Highness to lessen the extent of my tour.

3. I was in hopes that I should have been able to submit these reports soon after my return to Kussowlie on the 15th June, but the unavoidable absence from office for some weeks of Mr. Purdon, Assistant Superintendent, on account of the dangerous illness of two members of his family, and the amount of correspondence accumulated during my absence demanding my immediate attention, have prevented my doing so.

4. I have on the present occasion few general remarks to offer in addition to the points brought forward in my last year's report; and as the report of the Council of Military Education for 1867 has not yet been received, I am not aware whether any of the matters alluded to in my last report have received the consideration of the Council.

Adults; numbers inspected.

5. It will be seen from the return accompanying this report that in the 37 schools visited, having a total attendance of 2,993 adult scholars, 1,897 were examined. I was unable to inspect the schools of 85th, 92nd, and 106th regiments, these schools not being in operation at the period of my visit to their stations. The Royal Artillery at Moultan was also without a school, in consequence of the want of a schoolmaster, but I assembled and examined the children.

Attendance.

6. The attendance of the great majority of adults, about 70 per cent. of the whole, continues to be compulsory. In three corps, the 20th Hussars, 1/6th, and 103rd regiments, the enforced attendance at school appeared to me to be carried to a point beyond which advantage could be expected. In the last-named regiment the system has been considerably modified since my visit. On the other

hand, I would particularize the 7th Hussars as having a good attendance entirely voluntary.

7. Of the total number of adults examined, the per-centages of those who have attained the various standards are below given. In arithmetic, as explained in my former reports, the numbers recorded under the several standards must be understood to include only those scholars who are able to work fairly and independently the rules in each standard. The numbers studying the higher rules would be considerably larger. Attainments.

	Reading.					Dictation.					Arithmetic.					
	A.	B.	C.	D.	Below.	A.	B.	C.	D.	Below.	A.	B.	C.	D.	E.	Below.
Per-centage in	21	28	21	13	14	11	21	17	21	28	2·7	8	16	15	15	43

The large per-centage in arithmetic below the lowest standard is in a measure attributable to the large number of uneducated men attending compulsorily in the three regiments referred to in paragraph 6, $\frac{7}{16}$ of the total number of scholars recorded as below the lowest standard being in these three regiments.

8. The knowledge of geography and history acquired by the adults is except in very few cases slight and desultory; nor can it well be otherwise until some plan is arranged which shall secure the regular attendance of all the scholars studying the subjects at the lessons given. Special subjects.

9. The per-centage of really good writers amongst the adults examined was 14. Good writers.

10. The half-yearly examinations have been much more regularly conducted since the date of my last report. In December last the examination was omitted only in five batteries of artillery, and in one regiment, except from unavoidable causes, such as the regiment or battery being on the march, or the absence of a schoolmaster. In a few instances, however, the examination books have not been properly preserved, having been transferred to different individuals, or in the case of batteries changing stations, not having been taken with the batteries, which has prevented my recording progress. In the case of the regiments noted in the margin, in inspecting which I was pushed for time, I inadvertently omitted to record the progress of the scholars not examined by me, which diminishes the number that ought to have been recorded by between 150 and 200. Of the total number of those whose progress was recorded the per-centages were as follows:— Half-yearly examinations and record of progress.

20th Hussars.
1/19th Regiment.
36th "
38th "
88th "

Reading.				Dictation.				Arithmetic.			
Great Progress.	Progress.	Stationary.	Retrograde.	Great Progress.	Progress.	Stationary.	Retrograde.	Great Progress.	Progress.	Stationary.	Retrograde.
1	54	43	·5	3	55	39	·8	1	33	59	·7

App. II. No. 11. Certificates of education-

11. The number of certificates recommended during my inspection were:—

For 1st Class.	For 2nd Class.	For 3rd Class.
7	48	141

but some of the schools had recently received examination papers from my office. The numbers recommended upon examinations conducted in my office during the year were as under:—

	For 1st Class.	For 2nd Class.	For 3rd Class.
Examined	16	100	77
Recommended	15	39	52
Rejected	1	61	25

Regimental accounts.

12. Regimental and savings-bank accounts are now generally taught in the schools, with exception of a few battery schools with acting schoolmasters in charge.

Special classes.

13. Special classes have been held in 33 schools during the past year, ending May 1868, but 12 only have been maintained throughout the year, the average number of months during which all have been maintained being seven. In the month of May there were 368 men attending special classes, and 218 attending on the average daily. I would particularly mention the 7th Hussars, 1/11th regiment, and 37th regiment, as having large and well-attended special classes.

Hindostani classes.

14. Hindostani classes have been held in 56 schools, and in 16 continuously throughout the year, the average number of months during which all have been maintained being 7½. The average number on the roll in all the schools has been 7, and the daily average attendance 3½. In the schools examined by me I found 119 men studying, of whom 4 had passed the first standard of examination, 30 were advancing towards the point for examination, and 85 were learning the language colloquially, or in the elementary stages of translating from the Oordoo character. I found the Moonshis in charge generally sufficiently qualified for their work.

Children; number examined and attainments.

15. The number of grown children examined by me was 418, out of a total attendance of 478. The per-centages of their attainments were as under:—

Reading.					Dictation.					Arithmetic.					
A.	B.	C.	D.	Below.	A.	B.	C.	D.	Below.	A.	B.	C.	D.	E.	Below.
11	18	21	24	24	5	14	17	23	39	2	7	8	10	17	54

Geography, English history, and grammar are generally taught to the elder children, with fair results.

Infants.

16. Of 676 infants attending the schools I saw about 540. I do not think it necsssary to specify their attainments. The infant schools still labour under the disadvantage of a want of sufficient and suitable accommodation and furniture, and this subject will be brought to the special notice of the Government of India. The want of pupil teachers in the place of monitresses, owing to the British army school regulations not having as yet been made applicable to this country, is also much felt.

Industrial classes.

17. The industrial classes are well attended and efficiently conducted.

Schoolmistresses appointed.

18. During the past year four schoolmistresses have been appointed from the normal school in this presidency, and three individuals (two acting schoolmistresses) have been appointed provisional schoolmistresses by his Excellency the Commander-in-Chief in India, subject to confirmation, without training.

Appointment of schoolmasters.

19. It is with much satisfaction that I refer to the appointment from England of two schoolmasters to Brigades of Artillery; all the brigades being now supplied with trained masters, with the exception of one, whose schoolmaster was invalided to England. The Government of India has sanctioned a schoolmaster for the Royal Artillery at Moultan, and it is hoped that the two remaining artillery commands, with two batteries each, will be likewise provided for, thus completing the requirement of this arm, except in regard to detached batteries, to which the appointment of trained schoolmasters cannot at present be anticipated.

Conduct of schoolmasters.

20. I regret to remark that two schoolmasters trained in India (one in Madras) have been reduced to the ranks by sentence of courts martial, and one provisional schoolmaster has been remanded to his regiment for misconduct. With these exceptions the conduct and qualifications of the schoolmasters in this presidency have been all that could be desired.

Lectures and magic lanterns.

21. I would beg to defer for a short time a report on lectures and magic lanterns, the control of which was transferred to me in November last by the order of his Excellency the Commander-in-Chief, not being as yet in possession of complete information on the subject.

Libraries.

22. As desired by the Council of Military Education, I have entered on the fourth page of form A. particulars regarding the libraries and reading rooms of the regiments visited.

Assistant superintendent of army schools.

23. I beg again to mention the valuable assistance afforded me in every branch of my office work by Mr. Purdon, (temporary) Assistant Superintendent of Army Schools, who has carried on the office duties during my absence, and on whom has devolved mainly the task of examining the papers of candidates for certificates.

I have, &c.

F. W. DUNN, Captain,
Superintendent of Army Schools.

Summary of Results of Inspection of Schools visited 1867-68.—Adults.

Schools inspected.	Number on Roll.			Present at Examination.	Attainments.																
					Reading.					Dictation.						Arithmetic.					
	N.C. Officers.	Privates.	Total.		A.	B.	C.	D.	Below.	Above A.	A.	B.	C.	D.	Below.	Above A.	A.	B	C.	D.	E.	Below.
A. Brig. R.H.A.	77	35	112	77	28	22	4	13	10	—	13	25	7	10	23	—	2	5	13	16	13	28
F „ „	28	24	52	45	6	19	10	5	5	—	4	17	11	7	6	—	—	9	14	7	2	13
19th „ R.A.	52	5	57	43	18	19	6	—	—	1	10	17	11	4	—	—	4	5	16	6	7	5
22nd „ „	58	35	93	61	18	14	18	4	7	—	1	18	9	18	15	—	—	9	7	7	9	29
24th „ „	14	21	35	35	16	12	2	3	2	—	5	16	7	4	3	—	1	2	12	6	11	3
R.A. Rawulpindee	13	17	30	16	7	—	4	4	1	—	4	3	2	2	5	—	—	3	4	1	3	5
B/F R.H.A.	14	8	22	13	4	6	2	1	—	—	1	6	3	3	—	—	—	2	2	3	2	4
E/16 R.A.	23	18	41	23	9	6	4	1	3	—	5	9	1	2	6	—	2	1	4	3	4	9
G/16 „	12	—	12	10	7	1	2	—	—	—	4	4	—	2	—	—	—	1	7	—	1	1
A/19 „	9	16	25	14	2	4	2	3	3	—	—	2	6	—	6	—	—	—	1	1	3	9
G/19 „	16	6	22	17	4	7	5	1	—	—	—	10	3	3	1	—	—	2	4	3	4	4
B/22 „	15	33	48	28	12	5	5	4	2	—	7	4	6	5	6	—	1	1	5	4	4	13
7/22 „	8	22	30	16	—	9	3	2	2	—	—	7	1	4	4	—	—	2	3	1	1	9
6/24 (Govindghur)	12	37	49	31	5	15	4	4	3	—	2	5	6	7	11	—	—	1	2	7	7	14
2/25 R.A.	8	1	9	8	3	3	2	—	—	—	3	3	—	1	1	—	—	2	3	2	1	—
4/25 (Attock Gn.)	20	29	49	41	7	18	10	5	1	—	1	13	10	14	3	—	—	5	6	9	8	13

7th Hussars	-	-	-	7	47	54	41	3	8	21	7	2	—	3	4	11	15	8	—	3	4	5	6	10	13
10th „	„	-	-	10	21	40	13	2	4	4	6	2	—	—	3	4	3	8	—	—	—	3	3	1	11
20th „	-	-	-	61	167	228	185	26	39	41	34	45	1	6	21	27	57	73	—	2	3	25	19	24	112
21st „	-	-	-	2	44	46	25	4	7	9	4	1	1	2	4	5	6	7	1	—	5	1	4	1	13
1/3rd Regiment	-	-	-	68	44	112	55	27	13	5	3	7	1	15	14	5	5	15	—	2	12	13	6	4	18
1/5th „	-	-	-	56	25	81	67	10	25	18	12	2	1	8	17	15	24	2	—	4	5	14	20	17	7
1/6th „	-	-	-	4	213	217	156	3	20	45	35	53	—	1	7	14	21	113	—	1	—	—	15	14	126
1/7th „	-	-	-	22	2	24	23	15	6	2	—	—	—	4	7	8	1	3	—	—	—	8	4	7	4
2/12th „	-	-	-	61	66	127	94	31	37	16	4	6	9	12	23	27	15	8	1	6	23	26	17	11	10
1/19th „	-	-	-	78	105	183	116	23	29	26	20	18	—	11	20	22	32	31	—	1	10	15	18	16	56
36th „	-	-	-	59	45	104	62	28	22	5	4	3	—	19	26	7	6	4	—	1	10	11	22	7	11
38th „	-	-	-	59	70	129	62	18	12	11	12	9	3	10	16	3	14	16	2	3	5	8	4	11	29
41st „	-	-	-	75	77	152	61	2	14	17	8	20	—	1	10	11	13	26	—	—	8	9	7	8	34
77th „	-	-	-	40	43	83	60	14	25	16	2	3	—	7	12	17	17	7	—	3	9	10	11	5	13
79th „	Head Quarters			6	31	37	5	—	3	2	—	—	—	—	—	3	2	—	—	—	1	2	—	1	1
„ „	Wing	-	-	5	16	21	13	4	8	—	1	—	1	1	4	1	4	2	—	1	1	3	2	3	3
88th „	-	-	-	79	67	146	70	19	20	20	9	2	2	10	4	13	23	18	—	7	4	4	12	12	31
93rd „	-	-	-	8	29	37	30	5	11	7	4	3	—	2	9	7	5	7	—	—	2	7	7	1	13
103rd „	-	-	-	48	281	329	172	13	45	32	33	49	—	7	23	24	30	88	—	1	9	11	17	21	113
109th „	-	-	-	58	57	115	75	18	23	20	13	1	—	11	16	11	16	21	—	1	5	8	9	24	28
Murree Depôt	-	-	-	27	15	42	29	5	12	9	1	2	—	3	13	6	6	1	—	1	1	7	8	6	6
Total	-	-	-	1,221	1,772	2,993	1,807	416	543	400	262	267	20	193	412	324	401	547	4	47	162	302	287	284	311

Summary of Results of Inspection of Schools visited in 1867-68.—Adults—*continued.*

Schools inspected.	Good Writers.	Progress.													Scholars.		Certificates received.		
		Books examined.	Dictation.				Writing.				Arithmetic.				Voluntary.	Compulsory.	1st Class.	2nd Class.	3rd Class.
			G.	P.	S.	R.	G.	P.	S.	R.	G.	P.	S.	R.					
A. Brig. R.H.A.	16	76	4	57	15	—	11	52	13	—	—	45	30	1	13	99	1	1	2
F. „ „	11	29	—	18	11	—	1	15	13	—	1	10	18	—	20	32	—	2	7
19th „ R.A.	17	12	—	7	5	—	—	8	4	—	—	7	5	—	5	52	—	1	12
22nd „ „	8	—	—	—	—	—	—	—	—	—	—	—	—	—	8	85	1	4	3
24th „ „	not noted	23	—	9	14	—	—	16	7	—	—	12	11	—	2	33	—	—	7
R.A. Rawulpindee	5	4	—	4	—	—	—	4	—	—	—	1	3	—	17	13	—	—	5
B/F R.H.A.	1	15	—	7	8	—	—	8	7	—	—	8	7	—	17	5	—	—	—
E/16 R.A.	7	—	—	—	—	—	—	—	—	—	—	—	—	—	15	26	—	—	—
G/16 „	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12	—	—	—
A/19 „	1	11	1	7	3	—	—	4	7	—	—	2	9	—	—	25	—	—	—
G/19 „	2	—	—	—	—	—	—	—	—	—	—	—	—	—	6	16	—	2	—
B/22 „	9	8	—	3	5	—	—	4	3	1	—	—	7	1	5	43	—	—	—
7/22 „	4	—	—	—	—	—	—	—	—	—	—	—	—	—	12	18	—	—	2
6/24 (Govindghur)	1	—	—	—	—	—	—	—	—	—	—	—	—	—	40	9	—	—	—
2/25 R.A.	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	—	—	—
4/25 (Attock Gn.)	6	12	—	6	6	—	—	7	5	—	—	5	7	—	26	23	—	1	4

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Summary of Results of Inspection of Schools visited in 1867–68.—Children.

Schools examined.	Number on Roll.			Present at Examination.	Attainments.																	
					Reading.					Dictation.						Arithmetic.						
	Boys.	Girls.	Total.		A.	B.	C.	D.	Below.	Above A.	A.	B.	C.	D.	Below.	Above A.	A.	B.	C.	D.	E.	Below.
A. Brigade, Meerut	8	6	14	13	3	2	1	6	1	—	2	1	2	1	7	—	—	2	2	1	—	8
F. „ Umballa	4	5	9	8	—	—	2	2	4	—	—	—	3	1	4	—	—	—	—	3	1	4
19th „ R.A., Peshawur	8	4	12	9	—	2	3	—	4	—	—	3	1	1	4	—	—	—	1	1	1	6
22nd „ „ Morar	10	9	19	18	1	2	—	7	8	—	—	1	2	—	15	—	—	—	1	2	—	15
24th „ „ Lahore	2	12	14	12	—	3	6	2	1	—	—	3	1	5	3	—	—	—	—	1	2	9
R. A., Rawulpindee	4	4	8	7	2	2	1	2	—	—	—	1	3	1	2	—	—	—	1	—	2	4
B/F, R. H. A.	1	—	1	1	—	—	1	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1
E/16, R. A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
G/16 „	1	—	1	1	1	—	—	—	—	—	—	1	—	—	1	—	—	1	—	—	—	—
A/19 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
G/19 „	1	1	2	2	—	1	—	1	—	—	—	1	—	1	—	—	—	—	1	—	—	1
B/22 „	8	4	12	10	2	4	2	1	1	1	1	—	3	5	—	—	2	1	1	—	1	5
7/22 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6/24 (Garrison, Govindghur)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2/25, R. A.	3	—	3	3	—	—	1	2	—	—	—	—	—	3	—	—	—	—	—	—	—	3
4/25 (Attock Garrison)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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Summary of Results of Inspection of Schools visited 1867-68.—Children—*continued.*

Schools examined.	Number of good writers.	Progress.													Infants.		Industrial School.					
		Number examined.	Dictation.				Writing.				Arithmetic.				On Roll.	Examined.	Number attending.	Attainments.				
			G.	P.	S.	R.	G.	P.	S.	R.	G.	P.	S.	R.				1	2	3	4	5
A. Brigade, Meerut	2	4	—	4	—	—	1	3	—	—	—	3	1	—	33	Not noted, say 30.	24	1	3	3	6	11
F. „ Umballa	—	4	2	2	—	—	2	2	—	—	3	1	—	—	20	20	25	—	2	—	5	18
19th „ R.A., Peshawur	2	2	—	1	1	—	1	—	1	—	—	1	1	—	33	21	26	—	1	3	5	17
22nd „ „ Morar	1	—	—	—	—	—	—	—	—	—	—	—	—	—	23	20	25	1	—	6	6	12
24th „ „ Lahore	Not noted.	8	4	3	1	—	2	6	—	—	—	5	3	—	25	23	29	—	—	11	7	11
R.A., Rawulpindee	2	—	—	—	—	—	—	—	—	—	—	—	—	—	8	8	5	—	3	—	2	—
B/F. R.H.A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	6	—	—	—	—	—	—
E/16 R.A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14	11	—	—	—	—	—	—
G/16 „	1	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7	—	—	—	—	—	—
A/19 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
G/19 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7	—	—	—	—	—	—
B/22 „	2	—	—	—	—	—	—	—	—	—	—	—	—	—	15	15	8	—	3	1	—	4
7/22 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6/24 (Garrison, Govindghur)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2/25 R.A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7	—	—	—	—	—	—

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APP. II.
No. 12.

APPENDIX II.—No. 12.

REPORT by CAPTAIN DUNN for 1869.

No. 581.

SIR, Head Quarters, Simla, 22nd October 1869.

I HAVE the honour to forward, for the information of the Council of Military Education, the accompanying letter No. 993, dated 31st August 1869, from the Superintendent of Army Schools in Bengal, transmitting the reports of 37 schools inspected between the 24th November 1868 and 23rd June 1869.

The school reports have been despatched by this mail to your address by book post, in accordance with War Office Circular, Clause 118 D, 1st September 1869.

I have, &c.
W. R. MANSFIELD, General,
Commander-in-Chief in India.

To the Vice-President, Council of
Military Education, London.

No. 993.

Office of Superintendent of Army Schools,
SIR, Kussowlie, 31st August 1869.

I HAVE the honour to submit, for transmission to the Council of Military Education, reports on 37 schools inspected by me during a tour extending from 24th November to 27th December, and from 25th January to 23rd June last, with duplicates of the same for the information of his Excellency the Commander-in-Chief.

The return of the latter, when done with, is solicited. A copy of the report on each school has been forwarded to the commanding officer.

The excessive and exceptional heat of the weather during the last two months of the above period greatly interfered with my inspections, and delayed my return to office. It will, I apprehend, suffice in explanation of the delay in submitting this report to point to my official correspondence books, which show a total of 686 letters, &c. since my return, including the preparation of estimates and indents for supplies for the ensuing year, the examination of the papers of 214 candidates for certificates, and the half-yearly examination of the normal school for army schoolmistresses; this work having been performed by myself, the assistant superintendent, and a single clerk.

Adults; numbers examined.

2. From the accompanying abstract of reports, it will be seen that in 37 schools visited, having a total attendance of 2,475 adult scholars, 1,569 or 63 per cent. of the whole were examined. I was unable to inspect the schools of the 2nd battalion 25th, 96th, and 105th Regiments, these not having been organized at the date of my visit since the arrival of the corps at their respective stations, and that of 58th Regiment which was in camp on account of cholera. The school of the Convalescent Depôt at Darjeeling had not been formed.

Attendance, &c.

3. Of the total number of adult scholars on the books, 1,706 or very nearly 70 per cent. were attending by order, the attendance being entirely voluntary only in D 8 Brigade R.A., 5th Lancers, 79th Highlanders, and Nynee Tal Depôt, in all of which the attendance is comparatively small. Of the 16 schools of regiments inspected, six were separated into wings or detached from head quarters, and six others had

either been recently separated into wings or had recently arrived from England. So that the schools of four only had been working under trained schoolmasters without interruption during the previous year. This will account in a great measure for the lowness of the standards of attainments, and the comparatively small number who qualified for certificates.

4. The per-centages of adults who attained to the various standards are as follows :— Attainments.

In Reading.					In Dictation.						In Arithmetic.					
A.	B.	C.	D.	Below.	Above A.	A.	B.	C.	D.	Below.	A.	B.	C.	D.	E.	Below.
29	30	20	10	9	2	14	20	20	19	22	28	12	17	18	19	30

Very little direct instruction is given in geography or history ; hence few candidates for first-class certificates came forward.

The per-centage of good writers is 24. This is a considerable advance on the result of my last year's examination, in which the per-centage was 14 only. Much, I consider, remains yet to be done by the schoolmasters to improve the style adopted by the lower class scholars in the dictation and writing exercises. The largest per-centage of good writers was in D 8 R.A. and 107th Regiment, being 42 and 40 respectively ; while the lowest per-centage were in the Nynee Tal depôt and five Artillery schools, ranging from 9 to 12 per cent.

5. The number of books examined for record of progress was somewhat small. This is owing chiefly to omission of or defective examination on the part of acting schoolmasters in the absence of trained schoolmasters. In regard to those examined (811) the per-centages of progress are as under :— Record of progress.

In Dictation.				In Writing.				In Arithmetic.			
Good Progress.	Progressing.	Stationary.	Gone back.	Good Progress.	Progressing.	Stationary.	Gone back.	Good Progress.	Progressing.	Stationary.	Gone back.
3·7	62	33	0·3	3·4	61	34	0·6	3·4	49	45	1·3

This result is, on the whole, an improvement on that of last year.

——	For 1st Class.	2nd Class.	3rd Class.
The numbers of certificates recommended during my inspection were - - -	1	26	72
And on examinations held in my office during the year - - - - - -	11	105	131

Certificates of education.

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Further particulars are given in an appendix to this report. The experiment is being tried by some commanding officers of making the possession of certificates an essential condition in view to promotion. This is done in 26th, 77th, and 102nd Regiments, and in one or more brigades of Artillery, but there has as yet been hardly time to judge of the results of the experiment.

Special classes.

7. Special classes have been held in 28 schools in this presidency during the year ending 31st May, and in 11 throughout the entire year; the average number of months during which all have been maintained being eight. In the month of May there were 487 men attending special classes, with an average daily attendance of 320. The highest attendance has been in 26th Regiment (42 daily average for seven months), 1/5th Regiment (25 for two months), 36th Regiment (20 for entire year), and 38th Regiment (20 for four months).

Night classes.

8. Night classes for voluntary attendants have been held in 27 schools, but in six only during the entire year; the average number of months during which all have been maintained being seven. The average number on the roll for each regiment having a night school has been 33, with a nightly attendance of 16. The 7th Hussars had a nightly attendance of 66 for three months, and the 20th Hussars of 40 for nine months.

Hindustani classes.

9. Hindustani classes have been held in 49 schools, and in 27 throughout the year. The average number on the roll monthly in each has been 7·7, with a daily attendance of 3·8. In the schools examined by me I found 180 men studying, of whom one had passed the higher standard of examination, 12 the lower, 48 were studying for the lower standard, and 119 were beginners.

Children; number examined and attainments.

10. Amongst the grown children, out of 515 on the school rolls, 458 or 88 per cent. were examined by me. The per-centages of their attainments were as follows:—

In Reading.					In Dictation.					In Arithmetic.					
A.	B.	C.	D.	Below.	A.	B.	C.	D.	Below.	A.	B.	C.	D.	E.	Below.
10	16	23	23	17	6·7	10	12	26	43	1·7	6	7	7	15	61

And of progress (240 books examined):—

In Dictation.				In Writing.				In Arithmetic.			
Good Progress.	Progressing.	Stationary.	Gone back.	Good Progress.	Progressing.	Stationary.	Gone back.	Good Progress.	Progressing.	Stationary.	Gone back.
7	71	20	0·4	7	68	21	1	4	43	51	1

Geography, English history, and grammar are taught to the elder children only, with fair results.

Infants.

11. Of 822 infants on the school rolls I saw about 590. During the latter part of my tour, the heat of the weather was so extreme that the

attendance of infants was very small. The want of suitable separate accommodation and furniture for infant schools has not yet been supplied, but in the new barracks under construction in many large stations these requisites will, it is hoped, be provided.

General remarks on infant schools.

I must confess myself not thoroughly satisfied with the results of the instruction in the infant schools generally. Much labour appears to me to be expended to small profit. The collective lessons, when given, do not seem to reach and impress more than a few of the elder infants, and the infants when transferred to the grown children's school are as a rule by no means so well prepared as I consider they should be. I have as yet met with no infant school to which I could point as a model for others. Those of regiments most recently from home I saw under disadvantages which rendered me unable to judge of their efficiency. I was most pleased with the infant school of the 26th Regiment, which, however, at the time of my visit had the great advantage of two good rooms and a gallery, enjoyed by no other infant school in this presidency.

It may, I conceive, be assumed that something like the following should be aimed at in regard to the qualifications of an infant when transferred to the grown children's school: He should be able to read a very easy book (such as "My First School Book") freely, with attention to stops, to spell correctly most of the words of the same, and to comprehend its meaning. I would add, though here differing in opinion from some of the inspectors at home, to write a good deal of it from dictation. He should be able to perform mentally, and with figures on the black board only, easy calculations involving all the simple rules; and have some knowledge practically of numeration as far as hundreds, and of the relative values of the coins in common use. He should by means of collective lessons have received instruction in the early and easily understood portions of the Old and New Testament narrative, preparatory to the schoolmaster's more detailed and systematic Bible lessons, and have been led to observe and compare common objects with reference to the distinctive colours, forms, and more obvious properties of the same.

The above may I believe be readily imparted by judicious instruction, but I must say, so far as my experience goes, that such is not only very seldom attained but in few cases even aimed at. I have not unfrequently found the elder infants attempting to read or rather to spell over such difficult books as "Simple Truths" or "Second Reading Book," while quite unable to read properly, spell, or comprehend the easy lessons on M'Leod's cards. I have likewise observed much time spent, wasted I should rather say, by the schoolmistress and monitresses in setting a separate head line on a slate for each infant, which has been imitated after a fashion, without supervision, and with very little effect.

Considering the great importance to the subsequent progress of a child of the instruction received in the infant school, I think some definite rules on this head would be useful.

Industrial classes.

12. Regarding the industrial classes I have no special remark to make. They appear to me to be, in general, efficiently conducted, and to be creditable to the schoolmistresses.

Schoolmasters and schoolmistresses.

13. The conduct of the schoolmasters and schoolmistresses has been all that could be desired, the only exceptions being in the case of two provisional schoolmasters, in regard to whom some dissatisfaction existed, though not formally reported, but both of these have left the presidency. I take the opportunity of correcting here a clerical error made in my report dated 29th October 1866, published in the appendix to the Council's fifth annual report, where in paragraph 15 it is stated that "in one instance only (that of the schoolmaster 7th Hussars) I

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"found some dissatisfaction expressed." The remark should have applied to the schoolmaster* 21st Hussars, who was afterwards reduced to the ranks by sentence of a court-martial. Schoolmaster Hanley of the 7th Hussars is one of the most efficient and exemplary schoolmasters in the presidency.

One artillery brigade and three regiments are at present without schoolmasters in consequence of the death of one and the invaliding of three former incumbents, and two artillery stations for which schoolmasters have been sanctioned are awaiting supply. Of the 48 regiments and artillery brigades in this presidency 35 have trained schoolmistresses trained at home or locally,† and the remaining 13 acting schoolmistresses.

Pupil teachers.

14. The employment of pupil teachers has been sanctioned by the Indian Government, but as the pay for such class in the first year has been fixed at the same rate as for a monitress no application for the appointment of any has as yet been received. A revision of the rates to correspond relatively with those in force at home has been suggested.

Lectures, &c.

15. As regards lectures I fear not much has been done. The five magic lanterns sent out to this presidency have been found insufficient to enable the circulation to be effected with the rapidity necessary to afford all the stations an opportunity of profiting by them, and the long distances the instruments have to be sent render them liable to damage. A proposal for increasing the number of the lanterns and rendering them stationary or restricting the circulation within small limits, is under consideration. I have record of only 27 lectures or entertainments with aid of the magic lantern, and 20 readings given during the year ending May 1869. Nearly all these were given by schoolmasters. It may be interesting to the Council to know that station readings for the amusement of the soldiers appear to be becoming common in this presidency. I have no official record of these, but can refer to several stations where they have been given with marked success. In this little station six readings have been given during the present hot season, and four of these had to be repeated to render them available to all who wished to attend. In these readings, which were varied by songs, glees, &c., the soldiers of the depôt, as well as the residents of the station, took part.

Assistant-superintendent of army schools.

16. I have only to add that, as heretofore, I have received the most valuable assistance from Mr. Purdon, assistant superintendent of army schools, in every branch of my office duties, both while I have been present at Kussowlie and in particular during my absence on my inspection tour.

I have, &c.,
F. W. Dunn, Captain,
Superintendent of Army Schools in Bengal.

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* Provisional.
† 15 trained at home, 20 trained locally.

Appendix to Captain Dunn's Report.

A. Table of Certificates obtained by different regiments.
B. „ „ by different ranks.
C. Abstract of Results of Inspection, Adults.
D. „ „ „ Children.
E. Remarks regarding method in teaching reading, writing, and dictation in infant schools.

A.—TABLE showing the NUMBER of SCHOOL CERTIFICATES of the several CLASSES obtained in different REGIMENTS or CORPS between June 1868 and July 1869.

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Regiments or Corps.	Class. 1st.	2nd.	3rd.	Total of Certificates.
Royal Artillery, Meerut	—	1	9	10
" " Umballa	—	9	17	26
" " Lucknow	—	7	4	11
" " Pashawur	—	1	1	2
" " Barrackpore	—	—	3	3
" " Morar	—	—	7	7
F/C Royal Horse Artillery	—	—	2	2
F/8 Brigade Royal Artillery	—	—	2	2
H/8 " " "	—	3	2	5
F/16 " " "	—	—	3	3
3/22 " " "	—	—	4	4
7/22 " " "	—	—	1	1
1/25 " " "	1	1	5	7
5th Lancers	—	2	—	2
7th Hussars	5	8	—	13
19th "	—	—	5	5
1/3rd Regiment	—	12	12	24
1/11th "	1	19	2	22
26th "	—	—	19	19
41st "	—	—	3	3
55th "	—	10	—	10
2/60th Rifles	—	4	7	11
62nd Regiment	—	3	15	18
77th "	1	24	57	82
79th Highlanders	—	—	1	1
93rd "	1	6	5	12
102nd Regiment	1	11	12	24
103rd "	1	8	—	9
107th "	—	—	2	2
3rd Battalion Rifle Brigade	1	2	3	6
Total	12	131	203	346
Total of unsuccessful Candidates	In all Classes			299
Total of Candidates examined	In all Classes			645

B.—TABLE showing the NUMBER of CERTIFICATES of different CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers, full and acting.	Privates, Gunners, and Drivers.	Drummers, Trumpeters, &c.
1st	8	4	—
2nd	94	33	4
3rd	143	52	8
Total	245	89	12
Grand Total	346		

C.—Summary of Results of Inspection of Schools visited during Tour 1868-69 (Adults).

Schools examined.	No. on Roll at Date of Examination.			Present at Examination.	Attainments.																
					Reading.					Dictation.						Arithmetic.					
	N. C. O.	Privates.	Total.							A. A.											
A. Brigade, R. H. A., Meerut -	77	86	163	72	41	17	9	2	3	5	13	20	17	9	8	—	9	17	23	7	16
8th „ R. A., Lucknow -	44	30	74	57	23	15	7	7	5	1	7	17	16	7	9	4	8	8	16	7	14
16th „ „ Barrackpore -	17	69	86	62	10	24	7	11	10	—	6	12	10	18	16	—	2	11	6	16	27
25th „ „ Allahabad -	26	55	81	40	7	9	8	6	10	—	7	6	6	4	17	—	3	5	6	9	17
F/C R. H. Artillery - -	10	27	37	25	1	8	13	2	1	—	1	5	3	12	4	—	—	3	1	9	12
D/8 R. A. - - - -	17	11	28	26	12	6	4	1	3	1	7	6	5	3	4	4	7	3	4	5	3
E/8 „ - - - -	15	29	44	47	12	20	3	4	8	2	5	9	10	7	14	—	12	8	4	10	13
F/8 „ - - - -	14	27	41	29	5	10	4	3	7	2	4	4	5	3	11	—	7	2	3	3	14
G/8 „ - - - -	11	30	41	33	5	10	2	6	10	—	4	7	2	4	16	—	4	1	7	2	19
H/8 „ - - - -	12	19	31	21	3	15	2	1	—	—	3	8	5	3	2	1	5	5	5	3	2
F/16 „ - - - -	26	46	72	26	2	11	3	5	5	—	2	2	5	6	11	—	1	4	2	7	12
3/22 „ - - - -	15	12	27	21	9	10	2	—	—	—	6	9	2	3	1	1	1	10	3	2	4
7/22 „ - - - -	10	15	25	18	2	7	3	2	4	—	1	7	2	1	7	—	2	4	3	1	8
1/25 „ - - - -	15	10	25	19	3	9	4	1	2	—	1	6	4	5	3	1	1	3	4	3	7
2/25 „ - - - -	11	19	30	23	8	3	5		4	—	5	3	2	4	9	1	1	3	2	2	14

4th Hussars	-	-	34	75	109	69	40	12	7	4	6	4	7	13	21	8	16	3	4	7	14	20	21
5th Lancers	-	-	17	32	49	36	8	3	11	6	3	—	4	9	4	15	4	—	10	—	7	15	4
11th Hussars	-	-	40	70	110	62	22	20	14	5	1	—	12	9	13	14	14	2	14	14	4	13	15
19th "	-	-	15	36	51	41	2	17	12	6	4	—	2	10	10	8	11	—	—	8	7	9	17
19th " Left Wing	-	-	10	—	10	9	2	3	3	1	—	—	—	1	2	3	3	—	—	—	1	3	5
1/11th Regiment	-	-	67	52	119	76	17	35	14	7	3	—	10	21	19	13	13	2	18	16	14	13	13
1/14th "	-	-	92	175	267	137	25	49	41	14	8	4	9	20	23	42	39	3	9	12	34	32	47
26th "	-	-	81	65	146	96	31	30	20	10	5	—	21	9	26	21	19	2	8	14	23	21	28
37th "	-	-	51	27	78	28	10	6	4	8	—	—	6	6	4	5	7	3	7	5	3	4	6
37th " Left Wing	-	-	14	18	32	40	9	5	14	8	4	1	6	5	4	12	12	2	4	5	5	3	21
41st Detachment	-	-	22	17	39	30	7	4	9	3	7	—	8	4	6	4	13	1	1	3	6	7	12
55th Depôt	-	-	15	—	15	10	1	5	2	2	—	—	—	4	2	3	1	—	4	2	1	1	2
2/60th Rifles	-	-	50	18	68	34	19	7	5	1	2	1	13	7	5	4	4	3	2	9	7	1	12
2/60th " Left Wing	-	-	49	52	101	72	16	17	10	15	14	—	15	12	11	7	27	—	5	13	8	9	37
62nd Regiment	-	-	51	89	140	76	42	20	9	3	2	6	22	18	11	11	8	3	11	17	10	18	8
79th "	-	-	3	13	16	12	1	5	6	—	—	—	1	1	3	7	—	—	—	3	3	5	1
79th " Left Wing	-	-	1	14	15	11	7	—	8	1	—	—	1	3	4	1	2	1	—	1	1	5	3
102nd "	-	-	111	13	124	64	23	15	23	3	—	4	8	13	22	16	1	3	18	23	17	3	—
107th "	-	-	41	37	78	79	23	30	16	82	—	—	13	24	17	16	9	2	10	21	13	25	8
3rd Battalion, R. Brigade	-	-	46	21	67	46	12	15	10	2	7	—	6	11	10	7	12	3	3	0	4	9	21
Con. Depôt, Ynee Tal.	-	-	8	28	36	22	2	7	7	3	3	—	1	5	4	4	8	—	4	—	5	2	11
Total	-	-	1,138	1,337	2,475	1,569	462	434	316	104	143	31	232	326	315	310	355	45	195	266	285	304	474

C.—SUMMARY of RESULTS of INSPECTION of SCHOOLS visited during Tour 1868–69 (ADULTS)—*continued.*

Schools examined.	Number of good Writers.	PROGRESS.												DATE OF EXAMINATION.		Certificates recommended.		
		No. of Books Examined.	Dictation.				Writing.				Arithmetic.				No. of Voluntary and Compulsory Scholars.				
			G.	P.	S.	R.	G.	P.	S.	R.	G.	P.	S.	R.	Voly.	Comp.	1st.	2nd.	3rd.
A. Brigade, R. H. A., Meerut	22	65	2	33	30	—	2	50	13	—	1	32	32	—	8	155	—	1	9
8th „ R. A., Lucknow	12	16	—	16	—	—	—	11	5	—	—	15	1	—	3	71	—	7	4
16th „ Barrackpore	8	40	2	17	21	—	—	23	17	—	—	8	32	—	—	86	—	—	3
25th „ Allahabad	8	14	—	10	4	—	—	10	4	—	—	3	11	—	3	78	—	—	1
F/C R. H. Artillery	3	21	—	13	8	—	—	11	10	—	—	9	12	—	6	31	—	—	2
D/8 R. A.	11	13	—	12	1	—	—	9	4	—	—	8	5	—	28	—	—	—	1
E/8 „	5	—	—	—	—	—	—	—	—	—	—	—	—	—	29	15	—	—	1
F/8 „	9	18	1	11	6	—	1	11	6	—	—	10	8	—	9	32	—	—	2
G/8 „	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	41	—	—	1
H/8 „	7	—	—	—	—	—	—	—	—	—	—	—	—	—	4	27	—	3	2
F/16 „	4	16	1	6	9	—	1	6	9	—	1	3	12	—	9	63	—	—	3
3/22 „	6	—	—	—	—	—	—	—	—	—	—	—	—	—	14	13	—	—	4
7/22 „	2	—	—	—	—	—	—	—	—	—	—	—	—	—	12	13	—	—	1
1/25 „	2	—	—	—	—	—	—	—	—	—	—	—	—	—	7	18	—	—	1
1/25 „	3	4	1	2	1	—	1	2	1	—	—	1	3	—	—	30	—	—	—

4th Hussars	15	58	—	50	8	—	1	41	16	—	1	49	8	—	75	34	—	—	—
5th Lancers	9	31	2	21	8	—	—	22	9	—	—	12	14	5	49	—	—	2	—
11th Hussars	20	15	1	14	—	—	2	11	2	—	3	10	2	—	18	92	—	—	—
19th „	8	36	4	24	8	—	4	25	7	—	1	25	10	—	3	48	—	—	5
19th „ Left wing	3	8	—	5	3	—	1	5	2	—	—	2	6	—	—	10	—	—	—
1/11th Regiment	18	99	1	48	50	—	2	44	52	1	4	43	51	1	60	59	—	2	2
1/14th „	34	119	2	98	19	—	1	89	29	—	4	75	39	1	143	124	—	—	—
26th „	25	—	—	—	—	—	—	—	—	—	—	—	—	—	6	140	—	—	—
37th „	8	35	1	30	4	—	1	27	7	—	1	22	12	—	27	51	—	—	—
37th „ Left Wing	11	18	2	10	6	—	2	10	6	—	1	4	13	—	18	14	—	—	—
41st Detachment	4	—	—	—	—	—	—	—	—	—	—	—	—	—	3	36	—	—	3
55th Depôt	2	5	—	4	1	—	—	3	2	—	—	1	4	—	—	15	—	—	—
2/60th Rifles	12	40	—	13	27	—	—	20	20	—	2	15	22	1	10	58	—	3	3
2/60th „ Left Wing	13	39	1	20	17	1	—	18	20	1	—	12	27	—	52	49	—	1	4
62nd Regiment	21	57	2	28	25	2	3	31	21	2	4	18	32	3	37	103	—	3	15
79th „	3	4	3	—	1	—	3	—	1	—	3	—	1	—	16	—	—	—	—
79th „ Left Wing	3	—	—	—	—	—	—	—	—	—	—	—	—	—	15	—	—	—	1
102nd Regiment	18	40	4	22	14	—	3	16	20	1	2	24	14	—	17	107	—	2	3
107th „	32	—	—	—	—	—	—	—	—	—	—	—	—	—	33	45	—	—	2
3rd Battalion, Rifle Brigade	10	—	—	—	—	—	—	—	—	—	—	—	—	—	21	46	1	2	3
Con. Depôt, Nynee Tal	2	—	—	—	—	—	—	—	—	—	—	—	—	—	36	—	—	—	—
Total	383	811	30	507	271	3	28	495	283	5	28	401	371	11	771	1,704	1	26	72

D.—Summary of Results of Inspections of Schools visited during Tour 1868–69 (Children).

Schools examined.	Number on Roll.			Number examined.	Attainments.															
					Reading.					Dictation.						Arithmetic.					
	Boys.	Girls.	Total.		A	B	C	D	Below.	A A	A	B	C	D	Below.	A	B	C	D	E	Below.
A Brigade R.A., Meerut	11	8	19	18	3	1	5	4	5	—	2	1	2	1	12	—	1	—	3	2	12
8th „ „ Lucknow	11	9	20	20	3	5	2	6	4	—	1	3	4	4	8	—	1	4	3	2	10
16th „ „ Barrackpore	6	6	12	12	2	1	1	6	2	—	1	1	2	4	4	—	—	—	3	2	7
25th „ „ Allahabad	5	2	7	7	1	1	3	2	—	—	—	1	1	4	1	—	—	—	1	1	5
F/C R.H.A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
D/8 R.A.	7	2	9	9	1	1	1	4	2	—	1	1	1	1	5	—	1	—	1	2	5
E/8 „	—	2	2	1	—	—	—	—	1	—	—	—	—	—	1	—	—	—	—	—	1
F/8 „	Children included with 2/60th Regiment.																				
G/8 „	2	—	2	2	—	—	—	2	—	—	—	—	—	—	2	—	—	—	—	—	2
H/8 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
F/16 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3/22 „	1	—	1	1	—	—	1	—	—	—	—	—	—	1	—	—	—	—	—	1	—
7/22 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1/25 „	1	1	2	2	—	—	—	2	—	—	—	—	—	—	2	—	—	—	—	—	2
2/25 „	3	5	8	8	—	4	2	1	1	—	—	4	1	—	3	—	—	—	3	2	3
4th Hussars	7	2	9	9	—	3	—	4	2	—	—	—	3	2	4	—	—	—	—	2	7

5th Lancers	15	2	17	13	1	1	5	2	4	—	1	—	4	3	5	—	1	1	3	1	7
11th Hussars	4	3	7	6	2	1	1	2	—	—	1	2	1	1	1	—	1	3	1	1	—
19th „ Head Quarters	11	3	14	11	1	1	3	3	3	1	1	1	—	2	6	1	—	2	—	1	7
19th „ Left Wing	4	4	8	8	—	3	1	4	—	—	—	—	1	3	4	—	—	1	1	2	4
1/11th Regiment	17	21	38	31	4	5	7	10	5	—	3	3	4	8	13	2	4	3	1	4	17
1/14th „	7	5	12	12	—	6	3	3	—	—	—	3	4	4	1	—	1	2	1	4	4
26th „	6	4	10	10	3	1	2	—	4	—	2	2	—	2	4	—	3	1	—	2	4
37th „ Head Quarters	12	5	17	17	4	—	4	5	4	—	2	2	—	6	7	3	—	1	—	5	8
37th „ Wing	3	1	4	4	1	1	1	1	—	—	1	—	2	1	—	1	—	1	—	2	—
41st „ Detachment	2	—	2	2	—	—	—	2	—	—	—	—	—	—	2	—	—	—	—	—	2
55th „ Depôt	25	10	35	33	1	5	14	9	4	—	2	2	3	12	14	—	2	1	3	2	25
2/60th „ Head Quarters	7	7	14	13	3	4	1	3	2	—	—	3	5	1	4	—	—	2	2	1	8
„ „ Wing	5	6	11	10	—	2	3	1	4	—	—	2	2	1	5	—	1	1	1	1	6
62nd „	17	17	34	26	1	3	8	9	5	—	—	1	4	7	14	—	—	—	1	6	19
102nd „	40	31	71	60	4	3	11	25	17	—	1	4	2	9	44	—	2	4	—	3	51
107th „	7	12	19	19	2	8	2	7	—	—	2	1	5	10	1	—	2	2	—	8	7
3rd Battalion Rifle Brigade	25	9	34	31	2	4	8	13	4	—	1	2	3	14	11	—	2	1	3	6	19
Chunar Invalid Battalion	25	24	49	37	4	5	12	14	2	—	7	2	2	10	16	1	1	2	—	7	26
Nynee Tal Depôt	8	4	12	10	—	2	1	3	4	—	—	2	—	1	7	—	1	—	1	—	8
79th Regiment, Head Quarters	6	6	12	12	1	3	3	5	—	—	1	3	1	7	—	—	2	2	2	—	6
79th „ Wing	2	2	4	4	2	1	1	—	—	—	—	2	1	1	—	—	1	1	—	1	1
Total	302	213	515	458	46	75	106	152	79	1	30	48	58	120	201	8	27	35	34	71	233

D.—SUMMARY of RESULTS of INSPECTION of SCHOOLS visited during Tour 1868–69 (CHILDREN)—*continued.*

Schools examined.	Number of good Writers.	Progress.													Infants.		Industrial School.					
		Number examined.	Dictation.				Writing.				Arithmetic.				On Roll.	Examined.	Number attending.	Attainments.				
			G.	P.	S.	R.	G.	P.	S.	R.	G.	P.	S.	R.				1	2	3	4	5
A Brigade R.A., Meerut	3	10	—	10	—	—	—	10	—	—	—	8	2	—	31	—	24	1	5	5	4	9
8th „ „ Lucknow	1	19	—	12	6	—	1	17	1	—	1	12	6	—	28	26	40	7	—	7	7	19
16th „ „ Barrackpore	2	4	—	4	—	—	—	4	—	—	—	1	3	—	13	13	11	3	1	—	2	5
25th „ „ Allahabad	1	3	—	2	1	—	—	2	1	—	—	1	2	—	14	14	—	—	—	—	—	—
F/C R.H.A.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	4	—	—	—	—	—	—
D/8 R.A.	2	6	—	5	1	—	—	5	1	—	1	3	2	—	23	23	9	—	—	2	3	4
E/8 „	Children included with 2/60th Regiment.														19	19	10	—	—	—	—	10
F/8 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
G/8 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7	—	—	—	—	—	—
H/8 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18	15	—	—	—	—	—	—
F/16 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	11	—	—	—	—	—	—
3/22 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	6	—	—	—	—	—	—
7/22 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1/25 „	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	9	—	—	—	—	—	—
2/25 „	2	1	1	—	—	—	1	—	—	—	—	1	—	—	7	5	—	—	—	—	—	—
4th Hussars	—	3	1	2	—	—	—	3	—	—	—	3	—	—	24	24	13	—	—	4	3	6

APP. II.
No. 12.

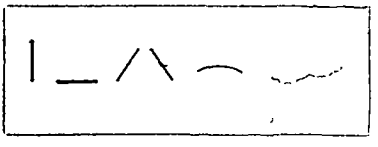
5th Lancers	4	15	—	14	1	—	1	13	1	—	—	9	6	—	49	37	23	—	7	8	—	8
11th Hussars	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24	24	11	—	2	—	4	5
19th „ Head Quarters	3	8	3	1	4	—	3	2	3	—	1	5	2	—	10	10	8	—	1	1	3	3
19th „ Left Wing	—	7	2	—	5	—	2	2	3	—	—	2	5	—	8	8	—	—	—	—	—	—
1/11th Regiment	3	36	—	34	2	—	—	21	15	—	—	17	19	—	47	—	32	1	9	—	12	10
1/14th „	2	6	1	5	—	—	1	5	—	—	—	3	3	—	34	23	—	—	—	—	—	—
26th „	4	—	—	—	—	—	—	—	—	—	—	—	—	—	51	45	47	3	4	3	5	32
37th „ Head Quarters	2	8	2	6	—	—	2	6	—	—	1	6	1	—	21	18	21	4	—	2	—	15
„ „ Wing	—	4	3	1	—	—	3	1	—	—	3	—	1	—	18	18	—	—	—	—	—	—
41st „ Detachment	—	—	—	—	—	—	—	—	—	—	—	—	—	—	19	19	4	—	—	—	—	4
55th „ Depôt	2	16	—	9	7	—	—	5	8	3	—	3	13	—	43	36	53	—	4	6	6	37
2/60th „ Head Quarters	1	8	—	5	3	—	—	6	2	—	—	1	7	—	23	12	13	—	—	3	4	6
„ „ Wing	1	7	—	3	4	—	—	7	—	—	—	1	6	—	11	8	—	—	—	—	—	—
62nd „	1	20	—	8	11	1	—	10	9	—	—	5	14	1	49	15	40	—	14	—	26	—
102nd „	1	15	—	15	—	—	—	12	3	—	—	—	13	2	45	32	28	—	5	4	19	—
107th „	5	12	—	12	—	—	1	11	—	—	1	9	2	—	39	39	16	—	5	6	3	2
3rd Battalion Rifle Brigade	3	—	—	—	—	—	—	—	—	—	—	—	—	—	35	33	29	—	4	3	3	19
Chunar Invalid Battalion	9	20	1	17	2	—	1	15	4	—	1	9	10	—	28	20	36	4	5	8	—	19
Nynee Tal Depôt	—	—	—	—	—	—	—	—	—	—	—	—	—	—	29	18	—	—	—	—	—	—
79th Regiment, Head Quarters	2	11	3	7	1	—	3	7	1	—	1	5	5	—	14	14	14	4	4	—	—	6
„ „ Wing	2	1	—	1	—	—	—	1	—	—	—	—	1	—	12	7	4	1	1	—	1	1
Total	56	240	18	173	48	1	19	166	52	3	10	104	123	3	822	612	486	28	71	62	105	220

APP. II. No. 12.

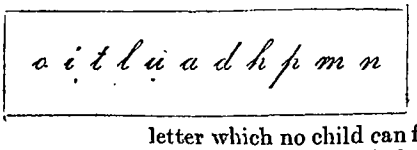
HAVING in the body of the report expressed an opinion that the infants before being transferred to the grown children's schools should or might have made some progress in dictation, I beg to append a few remarks showing how I conceive this may be accomplished with advantage. I do not profess to advance anything absolutely original, but can say that I have not found any such plan adopted in the schools under my supervision. I have, however, frequently tried it in the course of my visits with young children and adults who have not commenced to write (allowing the latter to use slates at their desks instead of calling them up to the black board) with results which lead me to believe that, if fairly carried out, its adoption would be a considerable improvement on the plans I have usually seen followed.

I will suppose the elder infants to form a class not exceeding 12 in number, to have had no instruction in writing, but to be able to read words of three or four letters, and to spell some of the easiest. The class would be formed in a semicircle in front of the board, and the first lesson in writing would consist of the practice of straight lines (upright), level (horizontal), slanting in either direction, and curved lines as distinguished from crooked ones.

The details of such a lesson will be found in several manuals of teaching, but the point which I desire to urge is that whatever is done should be done by a child, or by each child in turn; the teacher directing, suggesting, assisting, and making the correct forms for imitation *after* the children have done their best. Thus the teacher might say, "I want "some child to make a *straight* line on the board; hands up who can "do so." This being accomplished, "Now I want an *upright* straight "line; hands up who can make one." The child attempting will probably fail; then the teacher taking a straight stick will hold it standing on the floor in various positions till the class gets the idea of "upright," and a child can be found to transfer the idea to a line on the board. After several children have made lines more or less *upright*, the teacher makes the model line for a copy on the left hand top corner of the board, and passes on to a *level* (or horizontal) line; then to one slanting to *right* and to *left*; then to a *curved* line as distinguished from a *crooked* one. The infants might then be set down to imitate on slates these forms four or five times over, the place merely where each line of imitations is to begin being indicated by a mark.



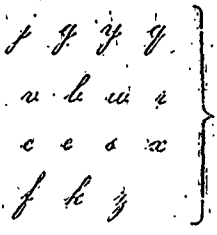
As an early lesson on writing, the teacher might ask for one of the simplest and best known letters, as *o*, to be written on the board. This would doubtless be accomplished, in a manner, by several infants, and the teacher would then as before write it correctly for a copy, pointing out the differences between the correct form and the imperfect attempts of the infants. Other simple letters, as *i*, *t*, *l*, might then be taken in the same way. On coming to a letter which no child can form, say *a* or *d*, the teacher would take a printed alphabet sheet and ask for the letter to be pointed out; then forming the letter on the board in its printed form, he would show how it may be gradually changed into the written form. Some six or eight of the simplest letters might be taught in one lesson, and the infants well practised in naming them when pointed to. They would then be dismissed to imitate the characters several times on their slates. When well acquainted with the above simple letters, say in two or three lessons, the teacher would ask for the *letters* of a small word made of these simple letters only. One child might be called on to make a *p*, another an *a*, a third an *n*. The teacher would then write



these letters combined, *pan*, on the top of the board, and would call on the children to read the letters and pronounce the word. So on with other small words, as *man, pin, pit, hot*; or this might be done so as to form a sentence, as *a man had a pin*, and the children would be sent to imitate this sentence on slates.

Gradually advancing, in the next lesson the teacher will name the small words, and call on each child to write one in turn, *a lad did hit him* —the teacher always correcting the children's faulty attempts by supplementing them with his own model writing. Thus at this early stage a child may be introduced to dictation, and his observation, memory, perception of sound, and faculty of imitation simultaneously exercised.

The children's acquaintance with the letters would be increased by three or four at a time, arranged with regard to their similarity of form, or progressive difficulty. They would thus, in hardly more than a dozen lessons, be able to write from dictation any word they can spell; their faults in formation of letters would be constantly corrected, they would gradually be led to write straight on the board and on their slates with letters of the same size and without the use of ruled lines, which I must say I look upon as an obstruction rather than an aid in teaching the art of writing. When the infants can write pretty well from dictation, using only the small characters, they might learn at the black board to form the capitals, figures, &c., and when acquainted with these, I should say they were fit to be transferred to the grown children's school, and begin the use of the pen.



APP. II. No. 13.

APPENDIX II.—No. 13.

REPORTS by LIEUT.-COLONEL LAURIE for 1868.

Head Quarters, Madras,
29th June 1868.

SIR,

I HAVE the honour to forward, for submission to His Royal Highness the Field Marshal Commanding-in-Chief, a letter received from the superintendent of army schools in this presidency, to the address of the Secretary to the Council of Military Education, forwarding a report of his inspection of the school attached to the Convalescent Depôt, Wellington.

I have, &c.
WM. M'CLEVERTY, Lieut.-Gen.,
Commander-in-Chief.

The Adjutant General,
Horse Guards, London, S.W.

To the Secretary to the Council of Military Education, Great George Street, London, S.W.

Bangalore, 16th June 1868.

SIR,

I HAVE the honour to forward, for submission to the Council of Military Education, this my report on the school and library of the Convalescent Depôt, Wellington, in the Neilgherries, inspected by me on the 20th of May 1868. Commencing my work as superintendent of army schools on the 1st April 1867, at Wellington, from the fact of there having been no adult school there at my first inspection, I have watched the progress of what I was fortunate in being the means of establishing with great interest. From May 1867, for a considerable portion of the official year, from 30 to 40 adults attended the school; eventually, however, the number declined. Certainly, the effective strength at the depôt fell off considerably, but I must in some measure attribute the falling off of the adult school to the former schoolmaster. Mr. Shannon, who promised well, is now with the 1st Royals at Cannanore, and Mr. Tapsall, a well tried Chelsea schoolmaster (army) from the above corps, appointed in his room. The children's school has always been in a promising condition; but I had strong hopes that with such a salubrious climate, and where men had such an opportunity of qualifying themselves for promotion on rejoining their regiments, with proper management the adult school would become highly distinguished. I do not despair yet of its being so; but much must ever depend on the master and local inspector. Men come here to recruit their health, and the duty is very slight; the general impression among the younger and least reflecting portion of them, when they get a little well, is that they should enjoy a holiday in a bracing climate while they can. To make them understand that a little "schooling" is not incompatible with such enjoyment, and that it will better them and give them chances of promotion during their service, cannot often be achieved by an ordinary teacher; he must be a steady and able man, who understands the solid advantages of a plain, practical military education. The commanding officer's influence will do much, but the example and precepts of an intelligent

Depôt school, Wellington.

schoolmaster will do more. With feelings akin to these I commenced my second inspection of the depôt school at Wellington. The hours of attendance for the grown children's school I found to be from 9 till 12, and from 2 to 3; for the infant school, from 9 to 12 and from 2 till 3; for the Hindustani class, from 3 to 4; for the industrial school, from 3 to 5; and for the adults' evening class, from half-past 6 till 8. The effective strength was 17 sergeants, 13 corporals, 40 lance corporals, 193 privates, and 3 drummers and band boys. The grown children's school, at my inspection, was composed of 17 boys and 8 girls. On examination I found the writing of the first and second classes generally very fair. That of the oldest boy in the school, in No. VII., was very good; but more practice was required among the others in the easier numbers in the formation of the letters, to which I directed the master's attention. The writing from dictation of the first class from the First Book of the History of England, Part II., was fair; but the spelling required improvement. That of the second class, in the first part of the same work, was only pretty fair. The reading of the 1st and 2nd classes was good, and some questions I gave in English history were well and readily answered. I regretted to find little or no knowledge of the history of India. In geography the answers were, on the whole, satisfactory; but, as usual, too much attention had been paid to that of Europe, and too little to that of Asia or India. Some definitions were well given. I impressed on the master the necessity of at once procuring a map of India, and imparting some knowledge of the country in which they lived to his pupils; advising also the excellent plan of causing each pupil to draw a sketch map of the country on the black board, showing the position of the chief towns and stations. The 1st class in arithmetic and mensuration had gone as far as simple and compound proportion, and they had some little knowledge of field measuring, as regards triangles, trapezoids, trapeziums, &c. A question I gave in simple proportion was only well done by one intelligent boy; the others wanted practice. A good practical question I gave in compound proportion, regarding exchange from Indian into English money, was well done by one or two boys only. The intelligent boy above alluded to answered well some definitions in Euclid, and really seemed to understand what I explained to him of square and cube root. The second class, in arithmetic, extending only to compound division, did not shine to advantage. The 3rd class in reading, spelling, easy writing, Scripture history, and in the simple rules of arithmetic had made fair progress, and all seeming willing to learn; the grown children's school would, doubtless, greatly improve under the tuition of their new and experienced master. Above 9, were 14 boys and 7 girls; 24 boys and 26 girls, including the infant school, were on the school books. The age of the oldest boy was 15, and that of the oldest girl 12. The appearance of the grown children in school was quite satisfactory; they were clean and tidy looking; they were generally intelligent. The attendance, from sickness, had of late not been so regular as usual. There was a Sunday school. The Protestant chaplain also attended on Wednesday and Friday, and the Roman Catholic chaplain on Wednesday; a separate room being devoted to each chaplain. I have already partially accounted for the decline of the adult class at Wellington I was glad to be the means of forming. On Mr. Tapsall's joining the depôt, I at once wrote to him that such a state of things would never do: Wellington should have a good adult school, and I trusted that such would soon be formed. He at once endeavoured, through the staff officer, to secure the attendance

Hours of attendance.

Effective strength.

Grown children's school.

Examination.

Writing.

Reading and history.

Geography.

India.

Arithmetic.

Grown children's school.

Age.

Appearance.

Chaplains.

Adults.

App. II. No. 18.

of non-commissioned officers who had not been dismissed their own regimental schools, and arranged that lists were called for from the several divisions of the depôt of those privates who wished to attend.

Arrangements for procuring attendance.

He also got the hours changed from 3 till 4 to half-past 6 to 8 p.m. These hours, it was thought, would suit better, as they would at least give the men inclined to be steady a choice between the school and canteen.

Adults.

On my arrival 19 men had entered their names as scholars for the evening class, but they had not yet been classified.

Examination.

I examined five of the adults; they were more or less advanced, and seemed willing to learn. I heard them read, and gave them a question or two in arithmetic, and encouraged them to persevere. They were men from the 91st and 3/60th. I pointed out the advantages of education, and doubtless at the next inspection there will be a good attendance of adults, provided the schoolmaster does not relax in the zeal with which he has commenced operations.

Certificate of qualification.

Before leaving the large schoolroom I gave a boy; aged 13 (the best in arithmetic), a certificate of general qualification for a junior office in the Electric Telegraph Department.

Boy of the 2/21st Fusiliers.

He seemed a very intelligent lad (James Shanahan), and was the son of Private Shanahan, of the 2/21st Fusiliers, who was here working out his discharge.

Hindustani class.

The boy was likewise a student in the Hindustani class. The numbers attending the Moonshee's class were nine boys and six men; and they were making a little progress. Mr. Tapsall, the master, had received the usual reward for passing for staff, so was able to take an interest in this class. The Moonshee seemed an intelligent man, and up to his work. My opinion on teaching Hindustani in army schools I have already given in my general report for the past year.

Infant and industrial schools.

Seven boys and 18 girls composed the infant and industrial schools. The 1st class were only ready to be examined in words of three letters, and the 2nd class in words of two. I am sorry to say I was rather disappointed with the progress attained in this school. The children were very shy, would hardly speak, and seemed as quiet and diffident as their schoolmistress. The young pupils read a few words; but better things might have been expected. The industrial school or class was better; petticoats, frocks, and drawers were exhibited. More than 25 girls (including eight from Mr. Tapsall's school) I found were engaged in sewing, which was quite satisfactory. The work made up would be given away as prizes at the half-yearly examination in June.

Attendance.

The attendance lately had not been regular from sickness and other causes.

Appearance.

The infants were tidy looking, and some of them appeared intelligent.

Schoolmaster and schoolmistress.

I have several times spoken most favourably of Mr. Tapsall; I believe he has been longer in the presidency than any other Chelsea-trained schoolmaster, having come out to India with the 1st battalion of the Royals in 1857. He has been 13 years a schoolmaster. The schoolmistress, Mrs. Wood, wife of a sergeant in the 18th Hussars, was only acting; she had been so for about 12 months. She was, I should say, hardly qualified for her work, though a decent-looking, quiet woman. I asked her if she would study, and try to pass for third-class schoolmistress. She thought she could; but I have since been informed that she has given up all hopes of applying for examination. A really good schoolmistress is much required at Wellington. Mrs. Houlihan, recently arrived from Rangoon (Burmah), I think would suit very well, and I have mentioned her name to army head quarters. Mrs. Wood, I understand, leaves Wellington in September, or as soon as the weather permits, with her husband.

Assistant.

The assistant, Trumpet-major Mellar, 18th Hussars, who assisted Mr. Tapsall, particularly in the junior class, seemed an intelligent,

steady man, well fitted for his work. Of the excellent school accommodation at Wellington I spoke at some length in my report of April 1867. The principal large, lofty schoolroom, the two smaller adjoining, and the infant school room below, are all admirably adapted to educational purposes. The library and recreation room are in one room, very conveniently situated. Sergeant Robins, R.H.A., was the librarian, at 8 rs. a month, having charge of 1,475 volumes in four cases. Of the books, nearly 200 had been recommended by a committee to be struck off and sold. The remainder were generally of an interesting nature. Books were issued every day from 9 till 12, except on Sunday and Tuesday. There were 63 subscribers to the periodicals and newspapers—some of the best English being supplied—at 4 as. (6*d.* English) a month subscription, which was to be reduced to 2 as. In conclusion, the library and recreation room afforded considerable opportunities of intellectual entertainment and amusement to the soldier while recruiting his health amidst the bracing air of the Blue Mountains.

School accommodation.

Library and recreation room.

I have, &c.
Wm. F. B. Laurie, Lieut.-Col.,
Superintendent Army Schools.

To the Secretary to the Council of Military Education, Great George Street, S.W., London.

Sir, Bangalore, 21st August 1868.

I have the honour to transmit, for the information of the Council of Military Education, the results of my inspection of the schools of the Royal Artillery and 16th (Queen's) Lancers in the Mysore division of the Madras army.

1. I inspected the Royal Artillery school on the 22d of July, 1868, consisting of batteries as per margin, the whole of the scholars being in the head quarters Royal Horse Artillery schoolroom, there being no separate school for each battery, or even two schools for the three batteries as at my inspection last year in April 1867. This is accounted for by the battery which left Bangalore early in the year for Burmah having had a qualified schoolmaster, an advantage which the Relieving Battery, D. 23d Brigade, did not possess. The A. 14th Brigade last year sent men to the school of the 2/10th Regiment, their proximity to the new barracks rendering such a step advisable, and since my inspection this year I learn that in the same barracks, now occupied by the 16th (Queen's) Lancers, non-commissioned officers and men of the A. Battery 14th Brigade Royal Artillery attend the army school of the cavalry regiment. Their date of admission was on the 29th July, and there are now four corporals, thirteen bombardiers (six of them acting), two trumpeters, and six gunners and drivers pursuing their studies under Mr. Davidson, schoolmaster of the Lancers. It is to be hoped when the new artillery school room, so much required, is erected at Bangalore there will be sufficient convenient school accommodation for the Royal Artillery without their being dependent on other corps, which must be injurious to educational progress as well as to military discipline.

Royal Artillery,
A. By. D. Brig.
R. H. A.,
A. 14 Brig. R. A.,
D. 23d Brig. R. A.

For non-commissioned officers, gunners, and drivers the hours of attendance were from 6.30 p.m. to 8 p.m.; for the grown children for 9 to 12, and from 2 to 4, the same as the hours for the infant and industrial schools.

Hours of attendance.

App. II.
No. 13.

Grown children's school, Studies.

I commenced my inspection with the grown children's school, which according to the school state consisted of 32 boys and 13 girls. They were divided into four classes, and their studies included a considerable range of subjects. The 1st class had made progress in Scripture history, grammar (McLeod's), English history (Gleig's), part I.; they had also some knowledge of Indian history. In arithmetic they had progressed in decimal fractions, algebra as far as simple equations, and in Euclid the first 17 propositions of the first book had been studied. Some poetry (McLeod's, part II.), Hindustani. and singing completed their acquirements. The 4th (a junior class) had learned a portion of the New Testament, the Church Catechism, and definitions in grammar. McLeod's Reading Book, part II., writing from copy books, transcription, arithmetic as far as subtraction, and singing completed the lessons of this class.

Examination.

The writing of the four classes was very fair indeed, and the writing from dictation of three was on the whole very good. I was glad to find that Mr. Gibbs, the schoolmaster, was alive to the great importance of writing from dictation. In arithmetic some questions I gave three classes in the compound rules were well done. The junior or 4th class worked the simple rules in a creditable manner. In the 1st class the boys knew a few propositions and the definitions in Euclid; and two girls were learning Algebra, and could even do a simple equation. Attention had been paid to the important study of geography. I was shown some sketch maps of India, drawn and coloured by three of the boys, creditable alike to pupils and master. The answers of the 1st and 2nd classes to my questions on India and Europe were generally fair. The 3rd and 4th classes had some acquaintance with the definitions in geography and capitals of countries. The reading of the four classes in the history of England was quite satisfactory. The spelling also was good. Some good progress had been made in grammar, and recitation also was well done. A rather difficult poem was well recited by the senior classes, the 3rd and 4th also

Appearance.

reciting Heber's Missionary Hymn in a pleasing manner. On the whole I was very well pleased with the attainments of the grown children, who were well dressed, clean, and tidy looking, and some among them displaying considerable intelligence. The attendance was regular. A Sunday school under the chaplain gave further opportunities for religious instruction. There were 26 boys and

Age.

19 girls above nine years of age on the school books; the age of the oldest boy and that of the oldest girl was nearly 17 years, and that of the youngest boy and girl (including the infant shool) was nearly six years. Children of pensioners are included in the above numbers, and some of the children have to go a good distance to school.

Infant and industrial school.

Twenty-four boys and 21 girls, divded into four classes, were ready to be examined in the various subjects of a useful elementary English education for the young, the 1st class in the four simple rules of arithmetic; they had also been practised in mental arithmetic. They had made some progress in easy geography and history. The alphabet and notation comprised the lessons of the

Examination.

junior class. On examination I had reason to be satisfied with what I heard in the infant school; and from the high character of the schoolmistress, and judging from what I saw last year (when the school was more numerous and required more attention), I conceive the Royal Artillery infant school at Bangalore to be a highly creditable one. It would appear that there are not now so many young children available for school as before the departure of a former battery for Burmah at the beginning of the present year.

Those I saw seemed healthy, well-dressed children.

The attendance was regular save for sore eyes, which had been very prevalent shortly before my inspection. Appearance. Attendance.

The industrial work exhibited consisted of knitting, darning, sewing, needlework generally, tatting, crochet, and woolwork. The work seemed very good indeed, and several samplers in wool displayed considerable skill. Money for materials had been drawn up to 30th June, and the same made up had already been distributed as prizes to the most deserving children. Industrial work.

Out of an effective strength of 28 sergeants, 17 corporals, 17 bombardiers, 219 gunners, 117 drivers, and 11 trumpeters, no sergeants and only 48 of the other ranks were present. The A. Battery D. Brigade Royal Horse Artillery furnished 21 for the inspection, the A. 14th Brigade 14, and the D. 23d Brigade 13. About 53 adults only appeared to be attending school. Last year I had to complain of the unsatisfactory attendance of the artillery, and I must still complain of it, but it is not the fault of the master. A zealous field officer of the regiment stated to me in his report for September 1867, that batteries in India are kept so short of men that it is difficult to get the daily routine of business done; and as it often happens they have only three nights in bed out of four, their only spare hours (viz., from 11 a.m. till 2 p.m.), especially during the hot season, they are disinclined to spend at school. At Bangalore they were having from four to five nights bed. Adult school. Effective strength. R. A. attendance. *Opinion of a field officer.*

The adults were divided into four classes; the 1st was reported ready to be examined in the whole of arithmetic, division of algebra, mensuration, writing from dictation, reading passages of ordinary difficulty, and writing from copy books; the 4th class had only the rudiments of arithmetic, could read easy sentences, and write copies. The 2nd and 3d classes had made a fair progress in arithmetic, writing, and history. The writing from dictation (by men from the three batteries) was pretty fair. Reading in the history of England was good. No geography was taught in the Royal Horse, nor in the other batteries; I immediately recommended the study, and told the master to indent at once for a map of India. Mr. Gibbs hitherto had taught the grown children from his own map. In arithmetic a question in compound division and one in proportion were well done. A few men displayed some proficiency in the higher rules, and I must say that the men generally evinced intelligence, and a desire to learn. I impressed on the master the importance of teaching the ledger and savings banks accounts, so as to qualify the men for office employment. Three men—corporal Boyle, Royal Horse Artillery, and gunners Ward and Mahoney, of the D. 23d—had recently passed an examination at the Chief Engineering College, which was highly creditable. What reflects high credit on Mr. Gibbs is the fact that in 1864 corporal Boyle could not sign his name. He seemed highly grateful to his master for the instruction received, and which he appeared to know how to value. Examination. Map of India. High proficiency.

There was no special class in the Royal Artillery, which I regretted. No special class.

The zeal and merits of Mr. Gibbs, third class and of some 12 years' standing, have attracted my attention; I therefore, in my capacity of superintendent of army schools, recommended him to the government of Madras through his Excellency the Commander-in-Chief for promotion to second class, as I conceive him to be well worthy of the same. He is well spoken of by his present and late commanding officers; and while at Cuddalore he was styled "an able master" by a former Governor of Madras. Having adhered as a local schoolmaster to the old rules, I presume that thus bringing him for- Schoolmaster and schoolmistress.

App. II. No. 13. Assistants.

ward is his only chance of promotion. The schoolmistress, Mrs. Mannion, continues to give every satisfaction, and is admirably adapted for her post. An assistant master is much required for the Royal Artillery school, but as yet none of the men can be found willing to take or capable for the post at Bangalore, and none can be spared from other quarters. I trust that this want may be supplied shortly. Sarah Coghlan, monitress, continues to give much satisfaction. The pay of 3rs. 4as. 3p. is far too small. She intends going up to be examined for third-class schoolmistress at an early period.

School accommodation.

The school accommodation, as I had occasion also to report last year, is very bad in every way; and the sooner the new artillery school room or school rooms for the artillery here (which want has been already alluded to) the better for the cause of military education in this distinguished corps.

Library.

There is a good library with the head quarters D. brigade. The recent breaking up and division of the garrison library has done much to vary the reading of regimental as well as to increase their stock.

Lectures.

I regret that I found the Royal Horse Artilery at Bangalore after my inspection last year indifferent to lectures. Major R. Campbell, however, has given them readings from time to time with varied success. It is to be hoped when the (for India) new system for circulating magic lantern slides is brought into full play there will be a greater wish among the artillery for lectures.

Certificates of education.

After my inspection I granted first-class certificates to acting bombardier R. W. Ward, of the D. Battery 23d Brigade Royal Artillery, and to bombardier John O'Toole, A. Battery D. Brigade Royal Horse Artillery, both very intelligent men. I have granted no other certificates to the artillery. I drew the attention of Mr. Gibbs to sending in regularly the results of his half-yearly examinations, as per Horse Guards' General Order, No. 854, dated 18th October, 1864, and to send me a copy of the form forwarded to the Council. As all the necessary forms* and books will, I trust, soon be supplied, there will be no difficulty in forwarding these half-yearly returns experienced by any corps in the presidency. I may remark, in conclusion of this portion of my inspection report, that the results as regards the Royal Artillery at Bangalore seem to me more creditable in every way than they were last year, and doubtless every year will bring marked improvement.

16th (Queen's) Lancers. Hours of attendance.

2. I inspected the school of the 16th (Queen's) Lancers on the 24th July 1868. For the grown children the hours of attendance were from half-past 9 to half-past 11, for the adult class from half-past 11 to half-past 12, for the trumpeters from 12 to half-past 12, and for the infant school and industrial class from half-past 9 to half-past 11, and from 2 to 4 respectively.

Adults. Effective strength.

I commenced with the adult school on this occasion. The effective strength I found to consist of 35 sergeants, 28 corporals, 49 lance corporals, 339 privates, and 8 drummers and band boys; 14 sergeants, 16 corporals, 28 lance corporals, and 15 privates and trumpeters, making a total of 73, appeared in the school state delivered to me on the day of inspection,

Attendance.

but not nearly that number were present. The average attendance I found to be very unsatisfactory; sometimes as small as five or six a day. While nearly every other European corps in the presidency has shown a considerable increased rate of attendance, I regret that such a fine body of men as the Lancers should be behind. Perhaps this may in some measure be accounted for by the change of schoolmaster, Mr. Devereux, from Chelsea, having been on the

* These have been already sanctioned by G. O. C. C., No. 82., of 30th June 1868.

score of merit ordered to Bombay, and the present master (formerly local) not yet quite understanding the mode of winning such men to and keeping them at school; but doubtless much could be done to increase the attendance by the commanding officer of the regiment. Making every allowance for the vast amount of work for cavalry the attendance is very far from what it should be. Although he has been at Bangalore with the Lancers for some months the schoolmaster, I understand, had not even seen more than half the men present at my inspection.* To expect much progress under such circumstances would, I humbly conceive, be out of the question; and I really was astonished to find what knowledge came under my notice. The men being generally intelligent may account for this, but, as I have ever conceived, rough intelligence without the power of education to guide it loses very much of its use in the army. There were three classes to be examined. The writing, chiefly in No. VII. copy book, was very fair. The writing from dictation was very good. In arithmetic the compound rules and some questions in vulgar and decimal fractions were fairly answered. The study of interest and savings banks accounts appeared to have been neglected. No geography was taught, which I much regretted. I remarked to Mr. Davidson the necessity of immediately commencing this important study, that of India in particular. The reading from the first part of the History of England was very good. The men showed intelligence, and seemed willing to learn. There was no special class in the Lancers, and no surveying was taught.

Examination.

No geography.

No special class.

No surveying.

There were 10 boys and 12 girls in the grown children's school, divided into three classes. The writing was good, and the reading from the first part of the History of England was quite satisfactory. The spelling was good. A regular Sunday school was held at the church under the chaplain, who also visited the children twice a week for religious instruction. The arithmetic was pretty good, the older children in the compound and the younger in the simple rules. In geography the definitions were well answered. The children gave some fair answers in early English history, and also in Scripture history. The pupils seemed neat and clean, and were generally intelligent. The age of the oldest boy was 13 years and 7 months, and that of the oldest girl 15 years. Above 9 there were four boys and seven girls on the school books, and under 6 (including the infant school) there were nine boys and eleven girls. The attendance was not very regular. The infant school consisted of 15 boys and 17 girls. Their qualifications were in easy reading, forming letters and figures, arithmetic on ball-frame, Bible and object lessons according to classification. The two classes were divided into sections. In the very simple branches of an English education I found the little children had made fair progress. A little sickness had made the attendance not so regular of late. The *pacherie*, or married quarters, where the infant school was held, was not considered very healthy, and it was by no means well adapted for an infant school. The children were clean; and the specimens of industrial work consisted of a few chemises, aprons, and gowns, but the greater part of the cloth, &c. purchased was not made up. The work appeared good, and Mrs. Mines, the schoolmistress, seemed to take a pride in it. About 80 rupees a year was drawn. At present only 17 girls are doing needlework. Mr. Davidson, the schoolmaster of the Lancers, is an able, intelligent man, and good teacher.

Grown children's school.

Examination.

Appearance.

Age.

Attendance.

Infant and industrial schools.

Lessons.

Position of school.

Appearance of children.

Industrial work.

Schoolmaster.

* "Several of the non-commissioned officers and men," writes Mr. Davidson, "were unclassified, nothing being known by me of the men's attainments, they not having attended twice in three months."

App. II. No. 13.

Old and new rules.

He chose to adopt the new regulations of May 1863, having previously served with the artillery, &c. as a local schoolmaster under the old. As he and others of the same class were uncertain about their position under the new rules, I deemed it advisable to write to army head quarters with a view to getting the names of those who were under the new and old rules published in General Orders. I was informed that the names of those who had elected the school regulations of 1863, "having been communicated to Government and "the pay department, and also to the home authorities, it was not "considered necessary to publish them in General Orders." I presume, therefore, that schoolmasters who have elected the new regulations in India as regards pay, pension, and promotion will be treated in every way like Chelsea schoolmasters.

Schoolmistress.

The schoolmistress, Mrs. Mines, wife of a non-commissioned officer in the Lancers, seemed well up to her work, and continued to give satisfaction. She appeared to have a kind manner with little children.

Assistant.

Private Jones, of the Lancers, had been assistant for about 2½ years. Last year I granted him a first-class certificate. He is an active, intelligent man, and once visited me with the intention of my furthering his views to get into the Engineering College, Madras, for the Public Works Department; but he seems now to have abandoned the idea.

School accommodation.

The school accommodation, being in the lofty new barracks, was sufficient for the adults, but not for the grown children and infants. The new school room for the Lancers—alluded to in my annual report—will be a great boon, and materially assist the cause of education. The bad system of having the infant school in the *pacherie* will then be entirely eradicated.

Library and recreation room.

The library and recreation room were in the same room, an upstairs building, very conveniently situated, with a verandah for coffee, &c. for the men. The regimental library consisted of 1,829 volumes of general literature—I saw many very interesting volumes—so the men can indulge a love of reading to any amount; 609 volumes had been received on the breaking up of the garrison lending library. The subscription was, for an officer 8 as., a sergeant 4 as., and a private 3 as. There was a very good attendance to read the periodicals (of which the best were taken in), averaging 200 a day. The recreation room was furnished with draughts, chess, and dominoes. The library had 389 subscribers.

Games.

Lectures.

All the arrangements regarding library and recreation room appeared to be very good. Last year I gave the men a lecture on Charles XII. of Sweden, which was well attended, and received with considerable enthusiasm. I regret that my numerous duties during the past year have prevented me from writing more lectures for the European soldiery of this army.

Certificates of education.

Shortly after my inspection, I granted five first-class certificates to qualified men of the Lancers —to one corporal, two lance corporals, and two privates—who passed the required examination very creditably.

Conclusion.

Having, I trust, during a considerable period done something towards amalgamating the educational establishments, Indian and English, to this my last report I shall merely add, that I trust my labours to please the Council have been satisfactory; and being obliged to give up this appointment shall never prevent my taking a deep interest in the growth of military education, particularly in India.

I have, &c.

Wm. F. B. Laurie, Lieut.-Col.,
Superintendent Army Schools.

APPENDIX II.—No. 14.

APP. II.
No. 14.

REPORT by MAJOR GROVE for 1868.

No. 73.—From the SUPERINTENDENT of ARMY SCHOOLS, Madras Presidency, Bangalore.

SIR, Bangalore, 8th October 1868.

I HAVE the honour to transmit, for submission to the Council of Military Education, the report of my inspection of the army schools of the regiments and depôts (marginally exhibited) of the centre division Madras presidency, India.

European Veteran Schools, Palaveram.
European Depôt, Poonamallee.
No. 2 Battery 5th Brigade } Saint
" 3 " 5th " } Thomas
" B " 20th " } Mount.
" B " 23rd "
H.M. 45th Regiment of Foot.

2. These reports are prepared in much the same manner as those of my predecessor's (Lieutenant-Colonel Laurie) were, and generally resemble the reports on Government schools drawn up by the civil inspectors. But having come to learn, subsequent to my inspections under report, that the Council has drawn up a form of report which is in use among the assistant inspectors in Europe I have addressed the superintendents of the Bombay and Bengal presidency on the subject, and requested them to send me specimens of those forms if they have any. Should the forms arrive in time it will be my endeavour to prepare my next reports in accordance with those forms.

I have the honour to be,
Sir,
Your most obedient servant,
H. L. GROVE, Major,
Superintendent of Army Schools,
Madras Presidency.

To the Secretary to the
Council of Military Education.

ARMY SCHOOLS.

European Veteran Company—Commanded by Lieutenant Colonel Dyer.

Report of the Boys' School after Inspection by Major H. L. Grove on the 14th and 15th September 1868.

Station, Palaveram - Army Schoolmaster, T. Sherwood, 2nd class.
Madras Presidency - " W. Abbott.

Present at Examinations.

1st Class	-	27 Boys.
2nd Class	-	29 "
3rd Class	-	34 "
		90

App. II.

No. 14.

1st Class.

Scripture. The chaplain at the neighbouring station, St. Thomas Mount, occasionally comes over and affords some instruction. On this present occasion schoolmaster Sherwood put a number of questions which were readily answered. The replies elicited satisfied me that this subject was well taught.

Writing. The penmanship of all was good, of some very much so. Copy books were remarkably clean.

Dictation. With this I was quite satisfied; the handwriting was good, and very few errors in spelling were made.

Poetry. Wordsworth's "Fidelity," Rogers' "Genevra," and several other pieces were recited with great accuracy and considerable expression.

Grammar. Considerable familiarity with rules was shown. The parsing and analysis of sentences was very good. The errors in a number of ungrammatical sentences written on the black board were readily pointed out, and as readily corrected.

Geography. This class was closely questioned in the geography of Europe and India. The replies were most praiseworthy.

Arithmetic. A number of examples in the more advanced rules were worked with ease and neatness.

Algebra. All knew something of the subject, and some worked simple equations with great readiness.

Euclid. The two senior boys had commenced the second book; the others had mastered the first 15 propositions. Their acquaintance with Euclid was most creditable to themselves and to their master. The two lads alluded to are far advanced in most branches of study, and will, I doubt not, succeed well in afterlife.

2nd Class.

Scripture. The answers were fairly given, but not so well as in the 1st class.

Writing. Was good of its kind, and very clean.

Dictation. Some of the upper boys did very well. The work of the lower boys was inferior. However, the proportion of errors in spelling was not excessive.

Grammar. This class possessed a very elementary knowledge, and some of the boys were rather uncertain and vague in their replies.

Arithmetic. Some few could work vulgar fractions fairly; the rest reduction and the compound rules. The result was fair on the whole.

History. Some few boys were well up, but generally the class may be said to be rather backward.

3rd Class.

Scripture. This lesson was answered pretty well.

Writing. Was, for the age of the boys, good.

Arithmetic. A good acquaintance with the four simple rules and the multiplication table was evinced.

Geography. This class has a fair knowledge of the outlines of the geography of India and England, and of definitions.

Reading. They read distinctly and without hesitation, and showed that they generally understood the meaning of the words met in the text and the parts of speech.

Dictation. The writing from dictation and spelling was most creditable.

Want of a third master. When it is considered how fully the time of the two masters is occupied by the large 1st and 2nd classes the progress of the 3rd class, under such difficulties, speaks much for the zeal and skill of the masters who are over-worked, and sadly require some help, which has been repeatedly

applied for through the commanding officer and denied on the score that none was available.

The commanding officer has the highest opinion of the worth of his schoolmasters. They are both able men and well deserve the praise bestowed on them by the chaplains and by my predecessor. Mr. Sherwood's method of teaching commanded my highest approbation. Character of masters.

Both boys and girls are collectively instructed in vocal music (by ear) by Mr. Abbott, who is a good musician, and accompanies them on his own harmonium. I was much surprised and pleased with the excellent music I heard. Singing.

The boys' school is temporarily held in a barrack, which is available for six months in the year, and is, everything considered, suitable for the purpose. But this barrack will shortly be again required by the military authorities for the next six months, during which period it is proposed to rent the most commodious dwelling house available. The building in which this school was formerly held will no longer accommodate it, as the influx of Roman Catholics consequent on a recent order, has nearly doubled the number of pupils. These remarks apply equally to the girls' school. As the veterans will be absorbed or die out in the course of 20 or 30 years the authorities are unwilling, I understand, to go to the expense of building a schoolhouse. School accommodation.

No monthly or half-yearly reports having been sent to this office I arranged with the commanding officer that they should be furnished for the future. Reports.

The boys were neatly clad, clean, well behaved, and of healthy appearance. Appearance of boys.

One blackboard for so large a school is manifestly insufficient; another is greatly required. Black board wanted.

The fathers of most of the children who attend these schools being veterans, and consequently not liable to be moved about as men attached to regiments are, there is comparatively little fluctuation among the children who generally remain at the school for many years, and by regular attendance give the masters the opportunity of leading them on to the higher branches of education. The school is highly appreciated by the parents who take care that their children are regular in their attendances. One other feature of these schools that requires notice is the age of some of the pupils. I observed several who were really grown up young men and women, and I stand in doubt as to whether it is desired that children should remain so long at this school as these do at present. One result of their doing so is that the school is overgrown; the classes are too large, and the powers of the masters and mistresses are overtaxed. Attendance.

GIRLS' SCHOOL.

Schoolmistress -	- Elizabeth Sturt.	Untrained.
Assistant ditto -	- Elizabeth Clifford.	
Monitresses -	Maria Hines.	
	Mary Ann Marrow.	
	Harriet Wilkins.	

Present at Examination.

1st Class - - - - -	23
2nd do. - - - - -	16
3rd do. - - - - -	19
	58

App. II.
No. 14.

First Class.

In scripture this class gave intelligent answers; in arithmetic they did pretty well; in Indian geography they were deficient, but in the geography of Africa they were more successful. Of definitions the younger girls knew very little. The handwriting in dictation was good; so was the spelling and punctuation. They ought to have been able to parse and to quote the rules of syntax more readily than they did. In history they were backward. Their copy books were very clean, and I noticed a few very good specimens of penmanship.

Second Class.

This class recited "Prayer," by Montgomery, "The Better Land," by Mrs. Hemans, and several other pieces of poetry, with considerable ability. The reading and spelling were good. Easy questions in grammar were answered with difficulty. In dictation the writing was indifferent, but the spelling and punctuation creditable.

Third Class.

In dictation both the writing and spelling were good. The mental arithmetic was a failure, and the multiplication tables were very imperfectly known.

INFANT SCHOOL.

Present for Examination.

1st Class - - - - -	30
2nd do. - - - - -	20
3rd do. - - - - -	28
	78

First class was fairly acquainted with the outlines of Scripture history. They read well and readily, and spelt the words met with in the lesson. They learn to sing, and sang with much spirit. The writing from dictation on slates was as good as could be expected. The second and third classes were well taught in arithmetic, and were remarkably well acquainted with the multiplication table. Owing to Mrs. Clifford (who has charge of this school, and has only lately been employed) not being acquainted with the use of the clock face and ball frame, these important subjects have not, I regret to say, been taught. I trust this omission will shortly be rectified.

INDUSTRIAL SCHOOL.

Work. I was shewn 48 shirts, 27 dresses, and a number of petticoats, all the work of these children, and very highly creditable it was. Some of the older girls learn to cut out also. It would be well, I think, if they were taught to darn, patch, and to knit stockings.

Appearance of the children. All the girls and infants were very clean, tidy, and well mannered: they were generally intelligent looking and healthy.

App. II. No. 14.

I must confess I was disappointed with the schoolmistress' manner and method of teaching. She struck me as being both diffident and deficient in ability; but I was assured by Lieut.-Colonel Dyer, who with his family takes a lively personal interest in all the schools, that she was unusually nervous on the occasion of my inspection. I have urged her to pass the examination for third class schoolmistress, which she has promised to try to do at the end of this year. The commanding officer and chaplain united in commending her as a woman of great respectability and excellent moral character. Schoolmistress.

Mrs. Clifford seems to be active and energetic, and generally well fitted for the post she holds. Assistant schoolmistress.

With the monitresses I was much pleased, with Maria Hines especially. Another monitress is sadly wanted, to the charge of the third class in the infant school. I was informed that several unsuccessful applications for another had been made. Sophia Conray, one of the elder girls, is well fitted for that post. I beg again to state that the educational staff of these schools is below the proper strength. Monitresses.

European Depôt of Poonamullee, commanded by Colonel J. B. Spurgin.

Report of the grown Children's School, after inspection by Major H. L. Grove, on the 16th September 1868.

Station, Poonamullee. Army Schoolmaster, H. W. Smith.
Schoolmistress, W. B. Crowe, 2nd class.
Monitress, Emma Vaughan.

Grown Children present at Examination.

—	Boys.	Girls.	—
1st Class - -	5	8	Under schoolmasters.
2nd Class - -	10	4	Under schoolmasters.
3rd Class - -	6	16	„ schoolmistresses.
Total - -	21	28	

First Class.

The Protestant children of this class were closely questioned by schoolmaster Smith in Exodus and in the life of St. Paul, and their answers satisfied me that they had been well taught, and had a good acquaintance with the subject. Scripture.

The penmanship of two boys was really very good; that of the girls poor. It might have been better. The copy books were very clean. Writing.

Was well done. The pronunciation accurate, and free from any defect. Reading.

"Man's Aberration from God," "The Captivity of John of France," and "The Bible," were recited with considerable taste and intelligence. Poetry.

In the reign of John I. the upper children acquitted themselves creditably. The lower children appeared to know but little. History.

App. II. No. 14.

Geography. The same remark applies to the examination in geography. I regret to say that there is no map of India in this school, and that the geography of India is not taught. As the large proportion of the children attending this school will pass their lives in this country, it is much to be desired that they should obtain an intelligent acquaintance with the geography of the land in which they live.

Grammar. A moderate acquaintance with analysis of sentence, parsing, and rules of syntax was shown.

Dictation. The handwriting was good, spelling excellent, and punctuation fair.

Arithmetic. To the two top boys two sums in simple interest were given. In the first sum (English money) one boy failed. In the second (Indian money) both failed completely. To the others three examples in simple proportion were given. Five worked all the examples right; three boys and four girls worked two sums in compound division successfully; and a third example three-quarters of the class worked correctly. This class was rather slow in working arithmetic.

Vocal music. The grown children are all taught to sing, and the result does Mr. Smith much credit.

Second Class.

Scripture. This class was fairly conversant with the life and travels of St. Paul.

Writing. Copybooks V. and VI. were written with a bold, clear hand, and the books, with one exception, were very clean.

Dictation. The first four lines of Part I. Gleig's History of England were written from dictation with 18 errors in spelling, of which five were made by one child. The handwriting in all but two instances was very creditable, but many mistakes in the use of capital letters at the beginning of words were made.

Geography. The outlines of the geography of Europe were pretty well known, but some of the children were very backward.

Reading. No reading books having been supplied to the school, I was obliged to examine this class at page 21 Part I. of History England. This was read in a clear, distinct tone, without hesitation.

History. The questions given were fairly answered.

Arithmetic. One sum in simple multiplication was correctly worked by all. In the first example of short division five failed; in the second 4. In the first example in compound multiplication 1 failed; in the second 3. Three of this class could not work anything beyond short division.

Third Class.

The upper children were writing in copybooks V. and VI., the lower in No. IV. The handwriting of one child was very good, and of the others fair. Twelve tried some example in arithmetic, with the following result:—

1st	example	in addition,	8 failed.
2nd	do.	do.	1 do.
1st	do.	subtraction,	2 do.
2nd	do.	do.	3 do.

They read in McLeod's 2nd Book (with two exceptions) with considerable fluency, spelt well, and were fairly acquainted with the parts of speech.

INFANT SCHOOL.

17 *Boys*, 14 *Girls*.

Both sections were collectively catechised on the creation of man, the Flood, and the nativity of Christ, and gave correct and ready answers, with a good deal of liveliness and brightness. They had a fair idea of

the shape of the earth, and of the several divisions of land and water. In simple easy sums in addition and in mental arithmetic they did well. The lessons on the clock-face and ball-frame were only pretty well understood. Schoolmistress Crowe gave some good object lessons, and elicited such smart and intelligent answers as showed they understood what they had learnt. They sang in a pleasant manner.

INDUSTRIAL SCHOOL.

A number of dresses, chemises, and samplers worked, and stockings knitted by the children were exhibited. They satisfied me that this important portion of the children's training was well attended to.

I was glad to observe that all the children of these schools were very clean, orderly, and respectably dressed. Appearance of children.

I was pleased with the schoolrooms, which were commodious, well ventilated, and clean. School accommodation.

Schoolmaster Smith deserves much credit for the care with which he has kept up the good name of his school. The commanding officer expressed to me his entire approbation of this schoolmaster's conduct and attention to his duty. Mrs. Crowe is an able schoolmistress. She had only lately returned from sick leave. I was satisfied with the monitress. School teachers.

In conclusion, I should remark that the children of European pensioners resident at the station form the nucleus of the school. The number of children from the depôt is constantly fluctuating, few of them remain long enough to learn much.

No. 2 battery,	5th	brigade	Royal	Artillery	Commanded by Colonel G. B. Shakespear.
„ 3	„		„	„	
B	„	20th	„	„	
B	„	23d	„	„	

Report of the adult school, after inspection by Major H. L. Grove on the 17th September 1868.

Station—St. Thomas Mount, Madras Presidency.

Schoolmaster—Robert Gooding.

Assistant-Schoolmaster—A. C. Sherwood.
Do. do. D. R. King.

Effective Strength of Force.

Staff Serjeants.	Serjeants.	Corporals and Bombardiers.	Gunners and Drivers.	Trumpeters.	Farriers.	Shoeing Smith.	Collar Maker.	Wheeler.	Total.
14	24	47	422	12	2	4	2	2	529

Statistical Return of Men who can read and write, &c.

	Both read and write.		Can read, but not write.		Can neither read nor write.		Total strength of Battery.
	Serjeants and Rank and File.	Gunners and Drivers.	Serjeants and Rank and File.	Gunners and Drivers.	Serjeants and Rank and File.	Gunners and Drivers.	
B. Battery, 20th Brigade, Royal Artillery	22	107	—	4	—	5	138
B. „ 23rd „ „	19	102	—	7	—	13	141
3rd „ 5th „ „	11	67	—	—	—	—	78
2nd „ 5th „ „	15	68	—	2	—	2	87

Present at Examination.

1st Class - - - -	18
2nd do. - - - -	10
3rd do. - - -	6
	34

1st Class.

Read from Supplement to 4th Book of Lessons, "Anecdotes of a Voyage round the World," well. Some men read very well. Most intelligent answers were given to questions put on geographical and other subjects suggested by the text. Reading.

The first seven lines of the same lesson were written from dictation. The work of a few was entirely free from error; the rest made forty mistakes in spelling. Dictation.

Of two easy examples in proportion, 10 men worked both correctly; 6 worked one example, and 2 failed entirely. Arithmetic.

The penmanship of six or eight men was good, and of the rest indifferent. Writing.

2nd Class.

Read from Gleig's English History with varied success. Reading.

A few lines taken from the 4th Book of Lessons were written from dictation in a legible, clear hand. Writing.

In two examples in compound multiplication, 4 mistakes were made; and in two in compound division, 11 mistakes. Arithmetic.

3rd Class.

Copy books No. V. and VI. were used. The handwriting of three men was very good. Writing.

One man could work sums in addition only. An example in the four simple rules was given to the rest, but no one succeeded in working all four examples correctly. Arithmetic.

GROWN CHILDREN'S SCHOOL.

Boys.

Present for examination, 54.

Age of eldest boy, 16.

The 1st and 2nd Classes were examined in Scripture by the Protestant chaplain, who takes an active part in the religious instruction given in these schools. They answered readily, and with considerable intelligence; could quote texts that bore on the subject, and gave satisfactory proof of their having been well taught. Scripture.

1st Class (8 boys) wrote from dictation half a page from Supplement to 4th Book, and, exclusive of two which were very bad, made 20 mistakes in spelling. With three exceptions, the writing was very good; punctuation not being taught, was defective. Dictation.

Their acquaintance with the geography of Europe was of various degrees. Some difficulty was experienced in pointing out the capital towns on the map. No instruction has been given in the geography or in the map of India, which is much to be regretted. Geography.

App. II. No. 14.

Their acquaintance with grammar was very elementary, and requires improvement.

Grammar.

History.

In the History of England the answers were creditable.

Arithmetic.

In arithmetic the first seven boys worked a sum in vulgar fractions and in interest correctly. Of thirteen boys who worked an example in reduction one was wrong, but in an example of compound multiplication only one was right. Several boys did not appear to understand the mode of working the examples.

Writing.

All wrote very creditably. I noticed several instances of excellent penmanship.

1st Class (10 *boys*).

Reading.

"The Mantes," in the 4th Reading Book was very correctly and intelligently read, and the meaning of the words in the passage, except the more difficult ones, generally well understood by the upper boys.

Poetry.

"Boadicea," "The Notes of Birds," and "An Indian's Gratitude" (from the 1st Poetical Reading Book) were recited with much expression.

In five lines of 1st Part of Gleig's History of England, written from dictation, the average number of errors made was 3·5. Handwriting was fair. Second Class wrote one third of a page dictated from 2nd Sequel to 2nd Book. The average rate of errors in spelling was 2·1.

3rd and 4th Classes (17 *boys*).

Reading.

Read at Chapter VII. Part I., Gleig's History of England, correctly and distinctly. The spelling of the upper boys was pretty good. General knowledge of the subject read, fair; of the lower boys, indifferent. Of the meaning of words the knowledge was defective. An example of simple multiplication was correctly worked by 6 out of 15 boys. In an

Arithmetic.

example of compound multiplication only 4 were right. In another, 7 out of 10 were right; and in a third only 1 out of 10 was right. Five boys in the Fourth Class worked an example in addition without mistake; with a sum in subtraction 3 were right.

5th Class.

Reading.

Eleven boys read the first seven pages of "My First Book" in a very creditable manner. The spelling was excellent.

Arithmetic.

Of the multiplication tables only 2 boys knew anything, and those two were acquainted with them only as far as 8 times. Of 7 boys who worked 2 sums in addition 5 were right. Of 3 who were set 2 examples on subtraction 1 failed.

Writing.

A few lines were dictated from the Lesson Book, and fairly taken down on slates. The writing was pretty good.

Scripture.

Questions on the simple facts in the History of our Lord were very imperfectly answered. Some children could give no answer whatever. This class had been recently drafted from the Infant School, and did not reflect credit on the schoolmistress.

GIRLS' SCHOOL.

Present for Examination.

1st Class	- - - -	12
2nd „	- - - -	19
3rd „	- - - -	13
		44

Schoolmistress—Mrs. E. Gooding, 3rd Class.
„ Mrs. L. Barrenger „
Monitress—Agnes Bamford.
„ Esther Warwick.
„ Margaret Peach.

1st Class.

At page 112 of Supplement to 4th Book the upper four girls read well and intelligently; the rest very badly. Meaning of the words in lesson generally understood, except by the lower girls. Spelling was very good. Very few of these girls could name the parts of speech. Reading.

With two marked exceptions the handwriting was indifferent. Writing from dictation was creditably done; by some very much so. Writing.

Of the upper four girls two failed in the first example of compound multiplication, one in the second; in reduction one failed. The lower girls worked in long division and reduction with indifferent success. Arithmetic.

The upper four girls knew something of definitions and of the geography of Europe. The rest knew nothing of either subject; some of them struck me as being deficient in intelligence. Geography.

INFANT SCHOOL.

The children of the first section could sing a little. They read Lesson V. of "Simple Truths" slowly and with some difficulty. The four upper children could spell the words of one syllable in the lesson, the others failed. Any intelligent comprehension of the subject read was confined to the upper children. They wrote short words on the slate very fairly. Not having been taught the multiplication tables they knew nothing of them. It is matter for regret that these infants have received no object lessons, nor instruction in the use of the clock-face and ball-frame.

INDUSTRIAL SCHOOL.

Some well-sewn dresses and petticoats, the work of the children, were exhibited. It would be well if instruction in knitting, darning, and patching were given.

With one exception, the children in the Infant School were clean and tidily dressed. The girls were neat and well behaved. In the Boys' School only one boy was dirty and badly dressed. Appearance of children.

Schoolmaster Gooding arrived from England with the 5th Brigade last January. He was highly spoken of both by the commanding officer and by the chaplain, as an able schoolmaster and a man of excellent character. I was much pleased with him in every respect. Owing to the prevalence of smallpox these schools were closed for two months, and had been reopened very shortly before my inspection was made. Report on master and mistresses.

Mrs. Gooding (wife of schoolmaster) has charge of the grown girls' school, and a general supervision of the Infant School. She has a very pleasant manner with her pupils, is self-composed, and apparently very well fitted for the post she fills. Mrs. Barringer did not strike me as being a very efficient teacher, but I understood from the chaplain that he considered her to be a woman of excellent character.

A special class, comprising two non-commissioned officers and four gunners was commenced one week prior to my inspection. Special class.

These schools are located in a noble building, which is in every respect well suited for the purpose for which it was erected. Accommodation.

This is a most commodious, well ventilated, and comfortable building. Soldiers' institutes.

App. II. No. 14.

It consists of two reading rooms, two rooms for games, and a refreshment-room. The games are, one billiard table, two bagatelle tables, chess, dominoes, draughts, pool, and backgammon. I understood from the commanding officer that, in consequence of the men being required to appear in uniform, the recreation rooms were not as well attended as was desirable.

Library. This consists of 640 vols. belonging to the Institute, and 2,069 vols. received from the late Cantonment Library. They were all in excellent order and repair. There were 239 subscribers, and 260 vols. were out on loan at the time of my inspection.

Lectures. No lectures have been given during the past twelve months.

The 45th Regiment of Foot, commanded by Major Hobbs, No. 1 Battery and 20th Brigade.

Report of the Adult School after inspection by Major H. L. Grove, Superintendent of Army Schools, Madras Presidency, on the 18th September 1868.

Station—Fort St. George. Schoolmaster—David Morrison.

Soldier assistants - - - 6

EFFECTIVE STRENGTH of REGIMENT (45th Regiment).

Serjeants.	Corporal.	Lance Corporal.	Privates.	Drummers and Band Boys.	Total.
43	31	57	567	21	719

1st Class, 26 Men.

Arithmetic. Three examples in reduction, three in compound division, two in fractions, two in proportion, and two in interest were worked with the following results:—

Seven men worked all the examples right.				
Seven	„	one	„	wrong.
Four	„	two	„	„
Two	„	three	„	„
Six	„	altogether failed.		

The work of the first-mentioned 14 men was very neatly done; two easy sums in vulgar fractions were given to 13 men, who readily worked them without mistake. Sergeant Clarke worked several examples in decimals correctly and neatly.

Reading. A portion of "A Voyage Round the World" from Supplement to Fourth Book was, with one exception, read well.

Writing. The first seven lines of the same reading lesson were written from dictation. Exclusive of seven men who did very badly 25 errors in spelling were made. Of the writing one-third was very good, one-third fair, and the rest very indifferent.

2nd Class, 9 Men.

Arithmetic. Two examples in simple subtraction, multiplication, and reduction were worked with only one error.

This class read in the same passage as the 1st class. The reading was pretty good. In most instances intelligent answers to questions on the passage read were given. Spelling was indifferent. Reading.

Was pretty good. Writing.

3rd Class, 8 *Men.*

This class read at page 85 of No. 2 Sequel generally very fairly, with the exception of one man who completely failed. The spelling was fair, and the meaning of words met with in the passage very imperfectly understood. Reading.

As good as might be expected; could also write from dictation easy sentences, and exhibited varied degrees of acquaintance with the four simple rules of arithmetic. Writing. Arithmetic.

4th Class, 18 *Men.*

Read the account of America at page 30 of the Book for Adults. About one half read and spelt pretty well, and gave intelligent answers to questions on subjects met with in the passage. The rest were very backward, as might be expected. Reading.

They wrote on slates with varied success the first seven lines of "Anecdotes of a Voyage Round the World," dictated to them from Supplement to Fourth Book, and could transcribe a little. Writing.

They had begun simple addition and subtraction. Arithmetic.

GROWN CHILDREN'S SCHOOL.

Present at Examination.

—	Boys.	Girls.	—
1st Class - -	2	9	Of these 20 girls and eight boys belong to the regiment, the others to the garrison staff.
2nd Class - -	7	7	
3rd Class - -	6	11	
Total - -	15	27	

The Protestant children were collectively catechised in the History of Joseph and of the Birth of Jesus Christ. The elder children answered fairly, but the younger ones evinced lamentable ignorance of the subject. Scripture.

1st Class.

"The Bustling Way and the Quiet Way" in the Supplement to Reading Book A. 4 was read well by all; some possessed an intelligent comprehension of what they had read. The spelling was good. The meaning of the words was generally understood. Reading.

Of this subject little was known, but one girl could give fair answers to my simple questions. They failed in the definitions of parts of speech. Grammar.

The elder children showed a satisfactory acquaintance with the geography of Europe. Geography.

Examples in long division were very creditably worked; one girl was well up in vulgar fractions also. Arithmetic.

In most instances good; of the three eldest girls excellent. Writing.

App. II. No. 14. Dictation. History.

The first five lines of "The Bustling Way and the Quiet Way" were written from dictation; four children made ten mistakes in spelling. The rest made no mistake at all.

Six children answered very intelligently; the rest showed but little acquaintance with the lesson.

2nd Class.

Reading. These children read from page 77, Sequel No. 2 to third Book of Lessons creditably; spelt fairly, and understood the meaning of most of the words in the lesson.

Writing. Was good; they wrote a little from dictation fairly, except in a few bad cases.

INFANT SCHOOL.

Schoolmistress - - - - Julia Maymon.
Monitress - - - - M. M'Dermott.

—	Boys.	Girls.	—
1st Class - -	6	7	Of these only 23 belong to the corps.
2nd Class - -	2	6	
3rd Class - -	5	2	
4th Class - -	9	8	
Total - -	22	23	

The 1st class read at page 6 of "Early Lessons" very poorly. They could work easy sums in simple subtraction, and knew their multiplication table as far as 6. In grammar they could name the parts of speech pretty correctly; they wrote creditably some easy words dictated to them. They repeated some hymns correctly, and some read the clock-face tolerably well.

Of the 2nd class half could read the easiest words on their cards; they spelt fairly. They learn their multiplication table, but none could tell me how much three times three or four times three are; they could write on slates a little.

The 3rd class was learning in Macleod's Reading Lesson No. 22. The lower half of the class could read very few of the words.

The 4th class was learning the alphabet.

This school was collectively examined in Bible History, of which some of the infants were very ignorant.

The infants sang well. There was no ball-frame in this school, which is to be regretted. A box of objects was available, but the schoolmistress had given no object lessons, thus an easy method for developing the children's general knowledge of things that ought to be known remains untried.

INDUSTRIAL SCHOOL.

Some of the younger boys, as well as the girls, can sew. A number of girls' petticoats, dresses, samplers, and boys' coats, the work of this class, were exhibited; they were sewn in a most creditable manner.

Special class. There is no special class.

Educational certificates. At the inspection under report 26 men were examined for certificates. I was able to recommend one sergeant (Charles Clarke, who passed most creditably) for a first-class certificate, and eight privates for third-class.

In addition to these one gunner and six privates qualified for second-class in all the required subjects but mess book, ledger, and regimental savings bank accounts, in which they received no instructions whatever. I felt it my duty, knowing how much importance the Council attach to this portion of a soldier's acquirements to request the commanding officer to withhold the certificates until these men should acquire a sufficient acquaintance with those subjects.

Attendance.

All non-commissioned officers and men of the 45th Regiment under five years' service are required to attend school when off duty until they obtain certificates. No private is promoted to lance corporal until he can obtain a second-class certificate, or corporal to sergeant until he has obtained a first-class certificate.

School-rooms.

The school-rooms are perhaps the best available buildings in Fort St. George, and are conveniently situated, but I found the heat very great on the days of my inspection.

On the schoolmaster, schoolmistress, and other assistants.

Schoolmaster Morrison joined this corps 16 months ago, having been preceded by a dissipated master, who is said to have neglected his duty. The regiment returned from field service in Abyssinia last May, where, of course there was no school. The officer temporarily in command expressed to me his entire satisfaction with Schoolmaster Morrison, who has done his best for the men, and deserves much credit for the way in which he has brought on the 1st Class of grown children. The soldier assistants seemed to be intelligent men, and capable of imparting instruction. Schoolmistress Maymon bears a good character, and is attentive to her duties.

Library, recreation, and reading rooms of 45th regiment.

The library consisted of 1,043 vols. belonging to the corps, and 945 received from the late Garrison Library. The regimental books especially were exceedingly well selected. This corps is fortunate in having such a spacious and well-ventilated reading-room. Two Indian and 15 English newspapers, and the usual periodicals are taken in. There were 427 subscribers, exclusive of 24 officers. There is also a large recreation room, in which were two billiard tables, two chess boards, four backgammon boards, one set of dominoes, and two other games. Everything was in excellent order and very clean. I understood that in consequence of the men of this regiment not being compelled to appear in these rooms in uniform they attend in great numbers. Refreshments are procurable in the lower rooms. An officer is specially nominated to attend to the interests of these rooms, and another officer to those of the schools.

Artillery Library.

The battery arrived from Rangoon last May. The library consisted of 312 vols. received from the late Garrison Library. These books were placed in rows three deep on the shelves of a box, the back rows hidden from sight by the front row. The books are not likely to attract many soldiers to read them, consisting as they do almost entirely of historical, biographical, and scientific works and travels. I understood that very few of them are read. The number of subscribers was 52. For the recreation, library, and reading room a part of the bomb-proof ramparts is matted off, and all the light and air it receives is admitted through two low portals. The place is excessively hot, ill ventilated, and dark by day; and by night, I was told, the lights allowed were found to be insufficient for the requirements of the few men who used the room. There were no games and no refreshments. Two Indian newspapers were taken in and several English papers were supplied through the kindness of the officer commanding this battery.

H. L. GROVE, Major,
Superintendent and Assistant Inspector of
Army Schools, Madras Presidency.

APP. II.
No. 15.

APPENDIX II.—No. 15

REPORT by MAJOR GROVE for 1869.

To the Secretary to the Council of Military Education,
13, Great George Street, S.W., London.

SIR, Bangalore, 3d May 1869.

I HAVE the honour to forward for submission to the Council of Military Education my annual general report on the army schools in the Madras command, for the official year 1868–69.

2. Prior to my assumption of office on the 24th August last, the schools of the Royal Artillery and 16th Lancers at Bangalore, and of the depôt at Wellington, were inspected by my predecessor, Colonel Laurie. Since then the schools of every depôt, regiment, and battery in this command, with the exception of those in Burmah and of H. M. 2/24th and 90th Regiments (then on the line of march), have been visited by me, the annual inspection as per margin made, and the reports thereof forwarded to the Council of Military Education immediately afterwards. The distances travelled by me amount to 1,100 miles by sea, and 4,200 by rail and road.

European Veterans, Palaveram, Depôt at Poonamallee.
European Veteran Company, Vizagapatam.
Royal Artillery, Saint Thomas Mount.
2/19th Regiment of Foot, Bangalore.
3/60th Rifles, Bellary.
Royal Artillery, Bellary.
Royal Artillery, Trichinopoly.
Royal Artillery, Cannanore.
1st Royal Regiment, Cannanore.
Royal Artillery, Kamptee.
H. M. 18th Hussars, Secunderabad.
2/10th Regiment of Foot, Secunderabad.
Royal Artillery, Secunderabad.
Royal Artillery, Trimulgherry.
H. M. 45th Regiment, Fort St. George.

3. It was intimated by my predecessor that, finding it impossible to make an annual inspection of all the army schools in this extensive command, he had resolved to visit Kamptee and Secunderabad one year, and Birmah the next, as is done by the Inspector General of Royal Artillery. However, as Secunderabad is the second largest European garrison in India, and as there are several large and important schools there (and no superintending schoolmaster), I shall make a point of going there every year; and propose, until the railway communication between Bombay and Madras is completed, visiting Kamptee and Birmah on alternate years.

4. On commencing the duties of this office, I found that the schoolmasters' half-yearly reports, D. Form, were sent in by only three or four corps; that from several schools even the monthly report, W.O. Form, 367, was not received; and that examination books were unknown, notwithstanding that sanction for their issue had been granted some time previously. Through good fortune Mr. Cartwright, the very able and zealous schoolmaster of H. M. 3d Battalion 60th Rifles, was able to furnish me with a copy of the book; it was soon printed at the Government Press; and now I am able to report that Form 367, Form D., and examination books are in use in every school in this army; but that it will take another year before all the schoolmasters, many of whom have not had the advantage of seeing these forms in use at home, have thoroughly mastered the details and comprehended the use of them. In several instances the monthly reports have been most incorrectly prepared. For the present, therefore, the reports (especially Form 367 and Form D.) sent to the Council from some schools should be accepted with caution. I am persuaded that the general use of these forms will induce more thorough and systematic teaching in every school. I avail myself of this opportunity to observe that there is nothing in Form 367 to indicate the number of times the schools for children are opened; which, since the schools for adults are opened in this country much less frequently than those for children and infants, seems to me to be an important omission. Until lately many of the masters were unacquainted with the several standards of attain-

Introduction of forms.

ment fixed by the Council, and had consequently taught their pupils only a part of the subjects of any one standard, and part of those appertaining to another standard. It has been by no means an unusual occurrence to find a pupil well up in vulgar and decimal fractions (A. standard), and entirely unacquainted with the mode of working practice and interest (B. standard). Inattention in this particular has made it incumbent on me on several occasions to recommend for a third-class certificate most intelligent men who, had they only been taught the standard subjects, would have been entitled to a second or first class certificate. I have found the omission to impart instruction in the mode of keeping savings bank and ledger accounts almost universal. (Mess accounts are used in this country.) This oversight has been repeatedly pointed out, and I confidently look forward to a very great improvement on this point throughout this army during the next 12 months.

Want of classification of pupils.

5. Sufficient attention has not been paid to classification according to attainments in reading and arithmetic. I do not remember one school in which those subjects are ordinarily taught in separate classes. The wishes of the Council in this point appear to have been entirely overlooked.

Want of standard reading books.

6. A serious difficulty under which the schools have hitherto laboured is the want of proper reading books, a want brought to notice by my predecessor, Colonel Laurie, but not yet supplied. I have reason to believe, however, that the introduction of these books has been sanctioned by Government, and that they will be supplied in the course of a few months.

Insufficient supply of books.

7. Another hindrance to the efficient working of our schools is the insufficiency, in quantity and variety, of books and materials; the allotment being inferior to that granted in the sister presidencies and in England. This disability, I am happy to say, is to be removed, and we are now to enjoy the advantages enjoyed in this respect elsewhere.

Hours of attendance at school insufficient.

8. My attention has been drawn to the very small number of hours during the day, and of days in the month, some of the schools, both for adults and grown children, have been opened. Whenever I have brought this to the notice of commanding officers my suggestions have been at once and most obligingly attended to. In England a half holiday is allowed on Saturdays only; but in this country it is not often that a school is open for more than four or five days in the week. In the appendix will be found a memorandum showing the average number of times per month the adult schools have been opened during the past year.

Want of school accommodation.

9. Insufficiency of accommodation or unsuitability of position is a very common and well-founded objection to the majority of the school-rooms in this presidency. I have reason to know that the opinions of general officers commanding divisions have been taken on this most difficult question, and that the matter is now under consideration. In due time, I doubt not, something will be done, some relief given. Sloping galleries are greatly needed, but until more commodious rooms are built, there are very few in which such galleries can be erected.

Misapprehension regarding the age at which infants may be admitted.

10. A misapprehension on the part of many schoolmistresses that because children of four years of age *must* be sent to school, therefore they cannot be admitted before that age is attained, has tended to keep the numbers in the schools below what they might have been; but since it has been intimated that children of even three years of age will be gladly received, many parents have most readily availed themselves of the permission to send them.

Conduct of schoolmasters and mistresses.

11. With one exception the conduct and abilities of schoolmasters have been favourably reported on by their commanding officers. I do not remember an instance of an unfavourable report on schoolmistresses.

App. II. No. 15.

Some of the masters and mistresses are held in very high esteem, and most justly so, by the officers of the corps to which they are attached. I have been well satisfied with the exertion, zeal, and ability of the home and India trained masters and mistresses generally.

Status of India trained masters.

12. Some two years ago the advantages as to pay, pension, &c., of the school regulations of 1863 were offered to and accepted by most of the masters trained in India; but through some misunderstanding these men have, until quite recently, been unable to obtain the increase of pay to which they became entitled by accepting those terms, and the result has been considerable disappointment and discontent. However, within the last few months the claims of these men, as regards pay and position, appear to have become better understood, and I now look forward to increased zeal and diligence on their part.

Promotion of home-trained masters.

13. I beg to invite attention to the fact that not one of the home-trained masters in this command holds the rank of first class. It would afford me pleasure to hear of the promotion of schoolmasters Cartwright, Robinson, and Tapsell, who are all men of ability, tried character, and long service.

14. The abilities of a large proportion of the mistresses fall very short of what they should be. Many of the infant schools are taught by acting schoolmistresses, the wives of soldiers or non-commissioned officers, whose qualifications are on a par with their emoluments. The want of good mistresses is a most serious one, and under the peculiar circumstances of this country I do not see how it is to be met.

15. Object lessons, upon which I place a very high value, are seldom given, and in the majority of our schools never. The consequence is, that numbers of things which children might and ought to know our children are entirely ignorant of. A cabinet of objects is available in every school, but in almost every instance it might as well have not been there. I am very anxious to see object lessons more generally and systematically given, and shall continue to urge upon schoolmistresses the absolute necessity of making the little ones committed to their charge acquainted, in simple language, with the objects met with in daily life. Collective lessons also are not as frequently given to infants as they might be. There is too much breaking up of the school into classes, and too little of the infant school system of teaching practised.

Pupil teaching.

16. The system of having pupil teachers on graduated salaries to assist infant schools has not been introduced. The schoolmistresses are assisted by monitresses who, if belonging to a British regiment, draw 4*l.* a year, and if belonging to the (late Indian) Royal Artillery, or the European Veteran Company's school at Palaveram and Vizagapatam, 6*l.* These girls are usually very young and inefficient; ever ready to leave the moment they receive an offer of marriage, or come to the conclusion that the post is no longer worth their holding. I believe that many would try to improve themselves, and to pass such examination as the Council might be pleased to appoint, if only sufficient inducement to remain on were offered.

Assistant masters and soldier assistants.

17. Besides ordinary soldier assistants on rupees 6 a month, the Indian regulations admit of the employment of two assistant masters on rupees 10 each in corps exceeding 500 in number. The soldier assistantships are generally held by privates, and among these latter changes are very frequent. Many of these changes are the result of the idea prevalent among them that they are lost sight of, and run the risk of losing their promotion. Other changes occur through the misconduct of the assistants, or from their inability to remain on amicable terms with the master.

Educational certificates.

18. Until lately there were but few educational certificates in this army. Promotion was made irrespective of the possession of these

credentials; and many officers, especially those of the Royal Artillery, were unacquainted with their institution or object. But there has appeared within the last few months a marked change for the better in this respect, and a desire on the part of the men to obtain these marks of distinction and passports to promotion. Since last August I have had the pleasure of recommending 48 men for first-class certificates, 64 for second class, and 140 for third class. Many otherwise deserving men failed to obtain first or second class certificates through the failure of their masters to give promising men systematic and continuous instruction in that most important part of a soldier's education, viz. savings bank and ledger accounts. It has been my endeavour to impress on all concerned the necessity of giving more attention to these most useful subjects, a thorough acquaintance with which must secure the interest of company and battery officers in the education of their men.

Recent improvement in artillery schools.

19. My inspection reports will have shown how small and irregular the attendance of the artillery schools has been, and how mediocre the status of education. His Excellency Lieutenant-General McCleverty, the Commander-in-Chief, is aware of this, and has been pleased to issue a circular order, from which I make the following extract:—"In addition "to the general knowledge of his duties required of the non-commissioned "officer in the various ranks, you are to require that every man shall "produce a third-class certificate before promoting him to the rank of "bombardier, a second-class one before advancing him to sergeant, and "a first class for any rank or position above that of sergeant. * * Where "such certificates are not at present given the system must be in full "force by the 1st January 1870." The immediate result of this most admirable order has been a very large increase in the number of names on the school rolls.

Supply of Council reports.

20. In order that artillery officers may become acquainted with the wishes and views of the Council of Military Education, it is desirable that the officers marginally noted, and their schoolmasters, should be supplied with office copies of the Council's reports for 1866 and 1868. I conclude that copies are supplied to all the commanding officers and schoolmasters of British cavalry and infantry regiments serving in India.*

Officer commanding Royal Artillery, Saint Thomas Mount.
" " " Kamptee.
" " " Bellary.
" " " Cannanore.
" " " Bangalore.
" " " Secunderabad.
" " " Trichinopoly.
" " " Rangoon.
Also officers commanding Wellington and Poonamallee Depôts and European Veteran Company at Palaveram and Vizagapatam.

Irregularity of attendance in adult school.

21. Irregularity of attendance continues to exercise its usual baneful effect. In some regiments such men as attend voluntarily are required by their commanding officer to attend regularly until the end of the month, when, if they so desire, they are at liberty to withdraw their names. Thus regularity of voluntary attendance is secured, and I cannot but believe that if this rule were adopted and acted upon in its integrity in every corps, there would be a marked improvement in the attendance of volunteers; but it is in the non-commissioned ranks that the attendance is most unsatisfactory. I append a document showing the attendance in the adult school of a cavalry regiment for the last five months of the official year under report. Of the 18 sergeants on the school roll, 16 never entered the schoolroom during those months, and the attendances of the remaining two amounted to four. Again, of the 47 corporals, 16 absented themselves altogether, and the attendance of the rest amounted to 101; and this, too, in a school where the attendance was said to be compulsory! I admit, however, that this is an exceptional case, and that since the command has devolved upon another officer a great improvement in attendance has become apparent.

* *Note by Council.* Copies are supplied to the Deputy Adjutant-General, Royal Artillery, for distribution to the corps.

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Compulsory attendance.

22. From compulsory attendance we cannot, it seems to me, expect to reap the full advantage for some years to come, when the only illiterate men left in the army will be recruits, who, when dismissed drill, should be required to attend school until they shall have obtained a third-class certificate. The exercise of great discrimination is at present necessary in forming an opinion as to what men shall be ordered to attend school. It must be borne in mind that in every regiment are to be found men of some years' service who are doggedly determined not to learn; such will be generally found to be men who do not desire promotion. They would not have it on any consideration; nothing would induce them to accept the grade of corporal or sergeant. Such men have no ambition or desire for mental recreation; all they crave is to pass their time quietly and pleasantly. It affords me much pleasure to append a letter from the pen of second-class schoolmaster J. B. Tapsell, one of the ablest schoolmasters in this army, on the subject of irregularity of attendance, which, I venture to believe, will be found worthy of perusal. I believe it will be found that it is only such men as have been alluded to above who object to being ordered to attend school. I have been informed that numbers of men of one regiment in which compulsory attendance is required, rejoice at the order having been given, while they admit that shame would have kept them from attending voluntarily.

Attendance in grown children's and infants' school.

23. The attendance of the grown children and infants is, on the whole, as large and regular as can be expected. Towards the end of 1868 there was a considerable falling off in numbers at the army school of the European veterans quartered at Vizagapatam and Palaveram, consequent on the relaxation (so far as those two stations are concerned) of the order requiring Roman Catholics to send their children to school, under penalty of losing their subsistence allowance.

Industrial schools.

24. The attendance at the industrial schools is always good. The children there receive valuable instruction in needlework, which is of the greatest service to them all their lifetime. I should be glad to see all the boys in the infant schools taught to sew, hem, &c., but owing to the government of this presidency having sanctioned the capitation allowance for female scholars only, it is only here and there that boys are to be seen in an industrial school. I cannot but think that if one or two ladies of each regiment or battery would take a little interest in the industrial and girls' school, these institutions would become even more beneficial than they are.

Religious instruction.

25. The schools for grown and infant children are opened with prayer and reading of the Bible. The masters give the (Protestant) grown children a Bible lesson daily, except on those days on which the chaplain is expected. The chaplain's visit lasts one hour, and is paid regularly once a week, and in some instances twice. Some chaplains give directions to the schoolmasters as to the nature of the religious instruction to be given by them, others again leave this to the discretion of the master. Chaplains do not usually give religious instruction to the infants, as they consider them too young to benefit by the lesson given to the older children. At most stations there is a Sunday school to which the children go, and they are marched to divine worship on Sundays. With one or two exceptions the religious training of the children is attended to as well as can be expected in India.

Special classes and night school.

26. There are at present seven special classes and five night schools. Artillerymen seem to find it more convenient to attend school in the evenings than during the day. Some masters are not satisfied with the class of men attending the special classes, nor with their progress. It seems desirable that in selecting men for the special class, such only should be sent as are likely to make good non-commissioned officers; for I conclude that special classes are intended for such men as are promising and well-behaved, good drills, and smart in the performance of their

military duties, though deficient in education. In most cases the attendance of special classes is very regular, and this circumstance is of itself sufficient to augur well for the general success of the experiment. In some regiments the special classes are highly approved of and encouraged by the commanding officer, and are certain, under such circumstances, of exercising a most beneficial influence.

27. In two regiments the schoolmasters have introduced with considerable success the plan of lending slates, books, and pens to men who seem really anxious to improve themselves. I am assured that these men gladly avail themselves, as they have time and opportunity, of such assistance, and that marked progress has been made out of school hours.

28. The standard of education in the grown children's school may be said to be as a rule higher than that of adult schools. In some of the grown children's schools the education imparted is of a superior description, and boys trained in them readily find employment in the telegraph, survey, engineer, medical, and postal departments. Writing from dictation is invariably taught in every school for adults and grown children, but I should like to see English composition and punctuation also taught. Beyond two or three desultory efforts these subjects are not attempted.

Hindustani class.

29. To every British regiment and to the head quarters of an artillery brigade a moonshee is attached, whose services are available for the instruction of such men and boys as may be desirous of learning Hindustani. By this means a good many men have acquired a fair knowledge of this most useful language, and some have passed good examinations. Many of the schoolmasters have done the same. But still, considering what advantages are opened up to men who have a good colloquial acquaintance with Hindustani, it is surprising how few avail themselves of the opportunity thus afforded them of learning it. One chief cause of the students being so few is, I am persuaded, the want of the test books written in the Persian character. Hindustani books prepared in a romanized character have been supplied by Government; but as moonshees cannot read them, and the men desire to learn the language in the character in which the test examination has to be passed, those books remain unused, and the men provide themselves as best they can with the books they require.

Lectures and reading.

30. It is to be regretted that so few lectures have been delivered to this army during the past 12 months, notwithstanding the many appeals made to officers and schoolmasters to aid in this good cause. Schoolmaster M'Pherson forms a notable exception to this remark. He has given a large number of lectures. The efforts of Colonel Annesly, commanding H.M. 2d Battalion 10th Foot, Major Bulger, and some other officers who take the most earnest lively interest in everything that concerns the welfare and general improvement of their men, deserve to be brought to prominent notice. For several months past these officers, assisted by some of the non-commissioned officers and men, have given readings, varied with musical interludes, both vocal and instrumental. These entertainments are given as often as once or twice a week, and have proved, I understand, a source of great pleasure to large audiences, in short, a complete success, and conducive to a marked improvement in the general conduct of the regiment. With the view of aiding persons willing to give illustrated lectures a G.O.C.C. on the subject of magic lanterns has been recently published. A magic lantern has been supplied to each large military station, and arrangements have been made for the regular and systematic circulation of slides. A copy of the G.O.C.C. in question is annexed. Theatricals form a constant source of employment

Magic lantern.

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and amusement to a large portion of the men and their families. Every regiment and brigade of artillery seems to be provided with a theatre.

31. A field officer who devotes his life to doing good among the men of his regiment writes to me thus:—"The more I see of soldiers the "more convinced I am that they require some strong counter-attraction "to keep them from dens of vice and infamy; and, so far as my expe- "rience has gone, nothing approaches so nearly to the purpose as com- "fortable and attractive reading rooms, with theatricals (not the usual "soldiers' theatres, got up and managed by soldiers, the great object of "which is to make money and drink it, but such as we have, managed "and entirely controlled by an officer whose object is the refinement and "elevation of the soldier) games, readings, &c. &c."

Library and recreation rooms.

32. Every regiment, brigade of artillery, and detached battery is provided with a library and recreation room. Those of the artillery are, I think, as a rule inferior in comfort and appearance to those of the other branches of the service. All these institutions in India are, I believe, in respect of comfort, &c., below those of England; but the hope may be indulged that as these institutions become self-supporting, which it is the wish of the commander-in-chief they should be, all improvements still wanting will be supplied from the regimental funds. Refreshments are available in many of the recreation rooms.

Want of masters.

33. The Council are doubtless aware that the masters attached to all our artillery schools (with one exception) and to several British regiments are men who have been trained in this country. As the training of this class of men has been discontinued their numbers are steadily diminishing, and the question that presents itself is, how are their places to be supplied? With two exceptions our assistant masters are merely picked soldier assistants who receive rupees 10 a month, and other assistants rupees 6. For the future all vacancies among the masters will have to be filled up with men sent from home.

Examinations.

34. In conclusion, I have to remark that the arrangements made for the examination by the schoolmaster are not satisfactory; in point of fact in many cases no arrangements at all seem to be made. The men on the school roll drop in as it suits their own convenience, thus most unnecessarily protracting the schoolmaster's work, and obstructing the regular business of the school. In one school the examination prior to my annual inspection was going on for five weeks.

I have, &c.

H. L. GROVE, Major,
Superintendent of Army Schools,
Madras, India.

APP. II. No. 15.

TABLE showing the NUMBER of SCHOOL CERTIFICATES of the several CLASSES obtained in different REGIMENTS between April 1868 and March 1869, in the Madras Presidency.

Regiments.	Class.			Total No. of Certificates.	Names of Schoolmasters.
	1st.	2nd.	3rd.		
1st Battalion, 1st Royals -	18	11	16	45	Shannon.
2nd „ 10th Foot -	7	15	25	47	Robinson.
2nd „ 19th „ -	7	1	24	32	Flood.
1st „ 45th „ -	1	6	14	21	Morrison.
Do. (at Wellington Depôt)	1	1	2	4	Tapsell.
3rd Battalion, 60th Rifles -	4	3	—	7	Cartwright.
1st „ 76th Foot -	3	9	8	20	Comerford.
18th Hussars - - -	1	7	18	26	McPherson.
C. Battery, 23d Brigade, R.A., Trichinopoly -	—	—	7	7	Scully.
R.A., Bellary - - -	—	—	11	11	Haynes.
„ Trimulgherry - -	2	8	8	18	Green.
„ Kamptee - - -	2	—	5	7	Rees.
„ Cannanore - -	—	2	2	4	Brannagan.
„ Fort St. George -	—	1	—	1	Morrison.
„ Bangalore - -	2*	—	—	2	Gibb.
Total - - -	48	64	140	252	

* Granted by my predecessor.

TABLE showing NUMBER of CERTIFICATES in the several CLASSES obtained by different RANKS.

Class of Certificate.	Non-commissioned Officers.	Privates, Gunners and Drivers.	Trumpeters and Drummers.
1st - - -	32	10	2
2d - - -	57	33	1
3d - - -	65	50	2
Total - -	154	93	5
Grand Total -	252		

Of the above, 216 received certificates at my periodical inspection, 4 at a special examination, and 32 on examination conducted under the superintendence of a committee appointed by the commanding officer.

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TABLE showing AVERAGE NUMBER of TIMES per MONTH ordinary CLASSES for ADULTS were opened during the past YEAR, and AVERAGE NUMBER of ATTENDANCES per MAN per MONTH.

	No. of Times School was open.	No. of Attendance.	Duration of Lesson.
1st Battalion, 1st Royal Regiment -	18	2·1*	1½ hour.
2nd „ 10th Regiment - -	17·75	6·9*	1½ „
2nd „ 19th „ - -	15·4	5·8*	1½ „
2nd „ 21st „ - -	17·5	4·6*	1¼ „
1st „ 45th „ - -	20	5	1½ „
3rd „ 60th Rifles - - -	12·5	4·8*	1½ „
1st „ 76th Regiment - -	15	2·4*	2 „
16th Lancers - - - - -	13	2	1 „
18th Hussars - - - - -	18	8·3	1¼ „
Depôt at Wellington - - - -	16	3	1½ „
Royal Artillery at Trichinopoly - -	21·5	2·3	1½ „
„ Trimulgherry -	17	5·5	1½ „
„ St. Thomas Mount	8	2·5*	1½ „
„ Cannanore - -	20	7·6	1½ „
„ Kamptee - -	11	3·2*	1¼ „
„ Bellary - - -	14	5·4	2 „
„ Secunderabad -	10·5	2·3	1½ „
„ Bangalore - -	16	4·14	1½ „

* Exclusive of attendance of special class.

STATEMENT of LECTURES given during the past YEAR ending 31st March 1869.

Regiment.	Name of Lecturer.	Subject of Lecture.
2nd Battalion 10th Foot	Major Bulger & others	30 evenings of Readings.
3rd Battalion 60th Rifles	Major Brooke -	Recollections of China.
	Do. - -	Do. do.
	Schoolmaster Cartwright.	Wild Sports of N. America.
		New Zealand. Reading from Dickens' works.
16th Lancers - -	Schoolmaster Davidson	On Magic Lantern.
18th Hussars - -	„ McPherson	Shores of the Mediterranean.
		Days of George III.
		Do. do.
		A trip to Pekin.
		The Horse.
		The Ocean.
		The Pyrenees.
		Asiatic Archipelago.
		Peninsular War.
		The Commonwealth.
		European Capital.
		Days.
		Wellington in India.
		Animal Physiology.
		Deserted Cities.
		Plateaux of Asia.
		British Colonies.
		The Eclipse.
		The Hundred Days.
		Lord Clive.
		Do.
		Overland Route.
Royal Art., Kamptee -	Maj. Napier Campbell	Reading from Dickens.

Relative Standards of Attainments ascertained at Annual Inspection.

Regiments.	Reading.				Dictation.				Arithmetic.				
	A.	B.	C.	D.	A.	B.	C.	D.	A.	B.	C.	D.	E.
1st Battalion, the Royal Regiment - -	39·3	22·2	16·1	10·1	20·2	15	20·2	18·1	19·1	9·1	31·3	16·1	7·1
2nd „ 10th Foot - - -	20	20·6	10·3	14·4	4·8	18·6	13·1	19·2	6·2	17·2	13·7	6·2	11·4
2nd „ 19th Foot - - -	19·9	34·5	12·0	5·1	11·2	12·0	23·3	19·9	„	13·8	14·6	16·4	23·3
Right wing, 3/60th Rifles - - -	75	15·9	2·2	6·8	31·8	13·2	17·6	22	8·8	33	28·6	11	8·8
Left wing, 3/60th Rifles - - -	31·4	17·1	20	5·7	25·7	28·5	8·5	20	17·1	42·8	22·8	5·7	„
18th Hussars - - - -	13·75	18·75	37·5	13·75	13·75	15	21·25	18·75	2·5	3·7	33·75	3·7	22·5
Royal Artillery, Trimulgherry - -	44·4	25·9	18·5	„	37·5	33·3	11·1	11·1	7·4	33·3	37·1	„	22·2
„ „ Secunderabad - -	16	33·2	„	16·6	„	16·6	33·2	„	„	„	„	5	„
„ „ Kamptee - - -	6·2	31·2	6·2	3·1	3·1	12·4	18·7	9·4	„	6·2	24·8	„	3·1
„ „ Cannanore - - -	50	50	„	„	20	20	30	20	„	10	20	„	40
„ „ Trichinopoly - -	42·9	23·8	9·5	9·5	9·5	9·5	4·7	33·3	„	„	33·3	14·3	9·5

In dictation the books of lessons prescribed in D. Form were used by me.

APP. II. No. 15.

SIR, Wellington, April 6, 1869.

I SEE, by the English papers which arrived by the last mail, that the Council of Military Education has published its fifth report on army schools, &c., and that irregularity of adult attendance is still matter for serious consideration.

The following extracts from various reports on army schools will show how long the attention of those who have had the supervision of education in the army has been fixed on this subject, and how anxiously, but as yet fruitlessly, they have sought its remedy.

"Irregularity of attendance is the greatest difficulty with which the schoolmaster has to contend." (Col. Lefroy's Report of 1859.)

"We have given our most anxious attention to this question, as on "its possible solution depends the efficiency of the present army school "system." (Second Report of Council.)

Mr. Vicars says (Art. VII., 3 Report), "The irregularity of attendance so long complained of has by no means abated;" and Mr. Sargeaunt complains of "irregularity of attendance as the greatest impediment to progress in adult schools."

"No improvement is visible in respect to regularity of attendance." (Council's 4th Report, p. 11.)

"The remedy for this irregularity of attendance continues to be anxiously sought for by the Council." (4th Report, p. 14.)

I trust, sir, the urgency of the case, as shown by the above extracts, together with the fact that the subject is one over which, since my entry into the service, I have seriously and anxiously pondered, may prove some excuse for my temerity in asking you to be so indulgent as to read patiently what I have written, and should you see in it the probable solution of the difficulty, to be so good as to submit my letter to the Council.

I beg to inform you that the plan I now propose I have had by me in manuscript over two years; that I have shown it to numbers of officers, non-commissioned officers, and privates, and have endeavoured to obtain their unbiassed opinion of it; and while all have approved of it, many intelligent non-commissioned officers have told me that they considered it would not only put a stop to the irregularity of attendance so much complained of, but would tend to bring the army school system into greater favour with the bulk of the army than it is in at present.

The cause of this irregularity of attendance is no doubt infirmity of purpose on the part of the men. Thousands of young men in the army desire to advance themselves, and as a means to that end enter their names on the school books, but proving unequal to the continued exertion necessary to improvement, and at the same time not liking to relinquish all hopes of advancement, they continue month after month, even year after year, to put in a precarious attendance in the schoolroom without benefit to themselves or to the service. To counteract this infirmity of purpose is to solve the question of irregularity of attendance.

Hitherto, especially in the United Kingdom, soldiers have been coaxed to attend school by excusing those who attended from parades, fatigues, &c. This course has failed; and were it not that I wish to keep this letter within bounds, I could adduce numberless facts to show that it never was in favour with men earnest in their endeavours to improve themselves, while it was taken advantage of by numbers of idlers to shirk fatigues, &c., and thus to impose additional duty on their more honest comrades.

This coaxing system having proved a failure, some persons now advocate that attendance at school should be made compulsory on the part of the soldier. Not to mention that the legality of this course is still a moot point, the course itself would not provide the remedy required;

the schoolroom would no doubt be crowded, indeed overcrowded, with scholars, but many would be so indisposed to learn that their attendance would soon become matter for regret, as they would monopolize much of the schoolmaster's time which he could more profitably employ in attending to scholars eager to get on.

By steering a middle course between the coaxing and compulsory systems, regularity of attendance, with its end and object, viz., the ultimate improvement and increased usefulness of the soldier, will, I beg to submit, be obtained; and to obtain this object the plan I propose is as follows:—

Three months after dismissal from drill each man should be asked by the captain of his company if he intends to become a candidate for promotion. If his answer be in the affirmative his name should at once be entered on the school books, and his attendance be compulsory until he obtains a third-class certificate, which would qualify him for promotion to corporal. After taking out this certificate his attendance at school should be optional until he attains the rank of corporal, when, if he intends to go in for further promotion, his attendance should be compulsory until he obtains a second-class certificate, which would qualify him for promotion to sergeant, when his attendance should again become optional until he attains the rank of sergeant, when his attendance will again become compulsory if he becomes a candidate for colors, and continue so until he obtains a first-class certificate, which will qualify him for promotion to color-sergeant.

It should be clearly understood that no one can obtain promotion unless he be in possession of the qualifying certificate.

Attendance should be purely optional with those men not candidates for promotion, and should a young soldier succeed in obtaining a first-class certificate he should be exempt from school during the entire period of his service; or should he obtain a second-class certificate, he should be exempt until he attains the rank of sergeant.

The above plan, I think, is so far compulsory as to overcome the infirmity of purpose on the part of the men, and to such an extent optional as will prevent them from feeling they are treated as children. It is also I conceive fraught with advantages neither few nor insignificant, besides that of correcting the evil so much complained of. The names on the school books would indicate the number of men seeking promotion in the whole army; steady progress would continue to be made in the privates' school; non-commissioned officers would be more easily obtained and more efficient than at present; examinations by regimental authorities and special classes would cease to be necessary; certificates would be more eagerly sought after, and more highly prized when obtained; but the greatest benefit of all would be, that the regimental school would become day by day a source of less anxiety to those engaged in its management and supervision, and at the same time more and more acceptable to those who have to be instructed in it, till it would ere long become an honoured and truly useful institution.

Of course it is quite possible I may overrate the benefits likely to accrue from the adoption of this plan; but as the army school system is not in so satisfactory a state as the Council desire it should be, I should consider myself indeed fortunate if what I have written were to conduce, in however slight a degree, towards the application of the remedy so anxiously sought for by the Council.

I am, &c.

J. B. TAPSELL,
Second-class Schoolmaster

To Major Grove, Superintendent of Army Schools.

APP. II.
No. 15.

G.O.C.C., dated 30th October 1868.

Schools:—Magic Lanterns.

No. 140.—Referring to Horse Guards General Order, No. 796, of 26th September 1861, on the subject of magic lanterns and the delivery of lectures to the troops, it is notified that the magic lanterns in use in this presidency for army schools are to be distributed as follows:—

1	to the officer	commanding	centre division.
1	„	„	Pegu division.
1	„	„	Mysore.
1	„	„	Malabar and Canara.
1	„	„	Ceded districts.
1	„	„	Hyderabad subsidiary force.
1	„	„	Nagpoor force.

I. The senior trained schoolmaster at each of the under-mentioned stations to have charge of the magic-lantern slides, &c.

II. The magic lanterns should be kept at the head-quarters of the division to which they have been sent, but the slides should be circulated and forwarded from each station mentioned in the margin to the next in order, in the first week of January, May, and September of each year, commencing from May next. One month prior to the despatch of the slides, the schoolmasters will on each occasion prepare and forward a detailed descriptive list of them to the senior schoolmaster of the next station, who will send copies of that list to the schoolmasters of the several regiments and batteries entitled to use the lantern.

Fort St. George.
Bangalore.
Cannanore.
Kamptee.
Secunderabad.
Bellary.
Rangoon.

III. In the event of the magic lantern being required for any other corps in the station to illustrate lectures, the requisition of it should be countersigned by the officer in command of the station.

IV. The apparatus at Fort St. George will be available for Palaveram and St. Thomas Mount; that at Bangalore for Trichinopoly; and that at Rangoon for Theyetmyoo and Tonghoo. In such cases requisition *must be made twice in* each year; but it is to be understood that there must be no unnecessary delay in returning the apparatus to the station to which it belongs.

V. The Horse Guards order under reference will be the guide in the employment of these lanterns. The articles noted in the margin, referred to in the 13th paragraph, are, with the sanction of Government, to be obtained by indent on the Commissariat Department. The indenting officer sending his indent in the first instance to the Superintendent of Army Schools, who will, on examination, forward it for the countersignature of an officer of the Adjutant-General's Department at the Presidency, by whom it will be forwarded to the department of supply. The strictest economy is enjoined in the expenditure of the articles received on indent.

Best sperm oil.
Wicks.
Tin oil filler.
Chimney glasses.
Chamois leather.
Camphor.
Spirits of wine.
Black oxide of manganese.
Chlorate of potash.
Limeball cylinders.
Metal rods for sheet.
Pairs of scissors.
Brown paper for packing.
Twine for packing.
Sheet or screen when required.

VI. The following payments should be defrayed out of the canteen fund of the regiment using the magic lantern.

(1.) The carriage of the boxes of circulating magic lanterns.
(2.) Postage of letters on subjects of their circulation.
(3.) Washing of cloth screen or sheet, and cooly hire.

VII. The slides, when carefully packed for transmission, are to be handed over to the Commissariat Department for despatch, addressed to "the officer commanding regiment."

(A true copy.)

H. L. GROVE, Major,
Superintendent Army Schools.

APP. II. No. 15.

16th QUEEN'S LANCERS.

ABSTRACT of Adult Register, Army School, from November 1868 to March 1869.

Rank and Names.		No. of Attendances in				Total.	Remarks.
		November.	December.	February.	March.		
No. of Times School opened for Adults.		13	8.	12	14	47	School closed during the whole of January.
Serjeant	Lee	—	—	—	—	—	
"	Meldrum	—	—	—	—	—	Dismissed; 31st March.
"	Rackham	—	—	—	—	—	Do.
"	Caldecourt	—	—	—	—	—	Do.
"	Harvey	—	—	—	—	—	
"	Mootham	—	—	—	—	—	
"	Minnie	—	—	—	—	—	Dismissed; 31st March.
"	Lee	—	—	—	—	—	
"	Wilson	—	—	—	—	—	
"	Winning	—	—	—	—	—	Discharged by purchase.
"	Love	—	—	—	—	—	To Corporal. Dismissed.
"	Lawrence	—	—	—	—	—	Dismissed; 31st March.
"	Waring	—	—	—	—	—	Do.
"	Lambert	—	—	—	—	—	Do.
"	Hingle	—	—	—	—	—	Do.
"	Barnett	—	—	—	—	—	Do.
"	Harris	1	—	—	—	1	To Corporal.
"	Higgs	1	2	—	—	3	
Corporal	Madin	—	—	—	—	—	
"	Stewart	4	—	—	3	7	
"	Mattison	6	4	2	—	12	
"	Mather	—	—	—	—	—	
"	Sholl	—	—	—	—	—	
"	Chapman	2	—	3	—	5	
"	Mason	—	—	2	—	2	
"	Redford	—	—	—	—	—	
"	Vickers	—	—	—	—	—	
"	Wynn	—	—	—	—	—	Reduced; December.
"	Bell	3	1	1	—	5	
"	Smith	—	—	1	—	1	
"	Crofts	—	1	—	—	1	
"	Gibbs	—	—	—	—	—	
"	Gledhill	—	—	—	1	1	
"	Hopper	5	1	1	—	7	Dismissed; 31st March.
"	Munro	1	—	—	—	1	
"	Jackson	2	—	—	—	2	
"	Day	—	—	—	—	—	
"	Hannan	5	—	—	—	5	
"	Heywood	—	—	—	—	—	Reduced; December.
"	Robinson	—	1	—	—	1	
"	Smallpage	1	—	—	—	1	
"	Deare	5	—	—	—	5	
"	Boland	—	—	—	—	—	Invalided; February.
"	O'Dell	2	—	—	—	2	
"	Rhynart	—	1	—	—	1	Reduced; February.
"	Harvey	—	—	—	—	—	
"	Kaycole	—	—	1	—	1	
"	Tow	4	—	—	—	4	
"	Waddell	5	3	—	1	9	
"	Gurney	2	—	—	—	2	
"	Warr	3	1	—	—	4	
"	Ward	—	—	—	—	—	
"	Culvenor	—	—	—	—	—	Dismissed; 31st March.
"	Watson	—	—	—	—	—	Invalided; February.
"	Aldrich	—	—	—	—	—	Dismissed; 31st March.
"	Ridgway	2	—	—	—	2	
"	Gibbins	1	1	1	—	3	
"	Edwards	—	—	1	—	1	
"	Mansfield	1	3	—	—	4	Reduced; February.
"	Doherty	1	—	1	—	2	
"	Smith	4	—	—	—	4	Dismissed; 31st March.
"		—	—	1	—	1	Joined; 8th February.

APP. II. No. 15.

ABSTRACT of Adult Register, &c.—*continued.*

Rank and Names.		No. of Attendances in November.	December.	February.	March.	Total.	Remarks.
No. of Times School op		13	8	12	14	47	School closed during the whole of January.
Corporal	Waters	—	—	3	—	3	Joined; 8th February.
	Garrett	—	—	—	—	—	Dismissed; 31st March.
	Hossick	—	—	—	—	—	
„	Swetnam	—	—	—	—	—	Do.
Private	Whiting	3	3	—	—	6	Attends voluntarily.
„	Brown	4	—	—	1	5	Do.
„	Mattick	4	—	—	2	6	Do.
„	Forkgen	—	3	9	2	14	Joined; 14th December; recruit.
„	Forster	—	—	7	6	13	Attends voluntarily.
„	Gleeson	—	—	2	—	2	Do.
„	Glover	—	—	3	—	3	Do.
„	Daily	—	—	3	—	3	Do.
„	Fox	—	—	1	5	6	Do.
„	Dyer	—	—	1	4	5	Do.
Trumpeter	Pope	1	—	—	—	1	Dismissed; February.
„	Bosworth	4	1	2	5	12	
„	Dolan	4	—	—	—	4	Do.
„	Walsh	3	1	1	—	5	
„	Brown	3	2	—	—	5	Do.
„	Flaggan	1	1	—	—	2	Do.
„	Grant	2	1	1	—	4	Do.
„	Marsh	—	2	10	6	18	Joined; 14th December.
16th Lancers' attendances		90	33	58	36	217	
A/1½ R.A. do.		96	70	91	203	460	
Total: *vide* Monthly Reports.		186	103	149	239	677	

Abstract of the Attendance.

No. of times the adult school was opened: November to March -	47
No. of men who did not attend once - - - - -	33
No. who did not exceed 5 attendances - - - -	39
No. who exceeded 5 but not 10 - - - - -	6
„ 10 „ 15 - - - - - -	4
„ 15 - - - - - - -	1
Total No. of men accounted for - -	83

JNO. DAVIDSON.

APPENDIX III.—No. 1.

APP. III. No. 1.

TABLE showing the AVERAGE NUMBER of NON-COMMISSIONED OFFICERS, PRIVATES, &c., whose NAMES were on the SCHOOL BOOKS, with the AVERAGE DAILY ATTENDANCE for the Year 1868.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
1st Life Guards	London	1	33	34	4,482	132	
2nd „ „	Windsor	7	35	42	4,806	114	
R. H. Guards	London	5	26	31	2,391	80	
1st Dragoon Guards	Sheffield	20	54	74	5,990	81	
2nd „ „	Mhow	25	77	102	6,735	66	Det.
3rd „ „	Winchester, &c.	25	15	40	2,207	57	
4th „ „	Aldershot	16	27	43	2,484	58	
5th „ „	Aldershot	29	86	115	3,907	34	
6th „ „	Longford	21	72	93	10,955	118	
7th „ „	Shorncliffe	1	120	121	13,706	113	
1st Dragoons	Longford and Dublin	9	26	35	1,673	48	
2nd „	Dundalk and Cahir	26	22	48	3,931	87	
3rd Hussars	Hounslow and Chichester.	35	65	100	7,884	79	Det.
4th „	Meerut	32	76	108	6,876	64	
5th Lancers	Lucknow	12	146	158	6,210	39	
6th Dragoons	Manchester	1	29	30	2,149	72	
7th Hussars	Sealkote	12	70	82	4,297	53	Det.
8th „	Manchester and Edinburgh.	5	16	21	2,818	134	
9th Lancers	Cahir and Newbridge	18	49	67	3,984	59	
10th Hussars	Aldershot and Newbridge.	12	151	163	3,660	22	
11th „	Muttra	38	33	71	3,592	51	
12th Lancers	Dublin and Dundalk	60	48	108	3,764	35	
13th Hussars	Toronto	41	6	47	2,470	51	
14th „	Edinburgh and Newbridge.	26	100	126	9,126	72	Det.
15th „	York	1	53	54	6,908	129	
16th Lancers	Bangalore	62	48	110	2,769	25	
17th „	Brighton and Hounslow.	15	35	50	4,246	85	
18th Hussars	Secunderabad	44	65	109	9,872	91	
19th „	Benares	26	25	51	3,207	64	
20th „	Campbellpore	31	157	188	10,449	56	
21st „	Umballa	3	28	31	3,816	94	
Military Train	Aldershot	43	64	107	8,956	84	
„ „	Woolwich	28	82	110	7,115	65	
Cavalry Depôt	Canterbury	15	108	123	15,091	123	
		745	2,047	2,792	192,606	—	
1st Bat. Gren. Guards	London and Windsor	39	257	296	16,868	57	
2nd „ „	London	30	246	276	13,063	47	
2rd „ „	Dublin	36	167	203	16,466	81	
1st Bat. Cold. Guards	Windsor and London	66	127	193	5,899	31	
2nd „ „	London	51	160	211	10,726	51	
1st Bat. S. Fus. Guards	London	23	171	194	13,198	68	
2nd „ „	London	30	184	214	14,241	67	
Depôt	Warley	17	234	251	36,090	144	
		292	1,546	1,838	126,551	—	

APP. III.
No. 1.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Man Lessons per during the Year.	Remarks.
		Non-commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
1st Bat. 1st Foot	Cannanore	27	152	179	3,757	21	
2nd "	Nusseerabad	51	79	130	6,270	48	
1/2nd "	Aden and Poona	20	137	157	1,917	12	
2/2nd "	Athlone and Aldershot.	82	132	214	5,827	27	
1/3rd "	Meerut	42	76	118	9,957	84	
2/3rd "	Bristol	22	53	75	5,696	76	
1/4th "	Dover	1	79	80	1,665	21	
2/4th "	Halifax, N. S. and Dublin.	32	42	74	1,846	25	
1/5th "	Ferozepore	33	101	134	7,738	58	
2/5th "	Dover and Aldershot	31	137	168	12,911	77	
1/6th "	Rawul Pindee	2	119	121	9,871	82	
2/6th "	Edinburgh and Aldershot.	36	254	290	15,915	55	
1/7th "	Saugor	28	16	44	1,979	45	Det.
2/7th "	Bury (Lancaster)	16	144	160	16,478	103	Det.
1/8th "	Malta and Poona	58	179	237	9,383	40	
2/8th "	Aldershot	2	84	86	9,306	108	
1/9th "	King Williams Town	14	182	196	5,784	30	Det.
2/9th "	Japan and Dublin	40	62	102	4,998	49	
1/10th "	Japan	36	152	188	4,204	23	
2/10th "	Secunderabad	83	237	320	23,634	74	
1/11th "	Fyzabad	37	80	117	5,808	50	
2/11th "	Grahamstown	41	119	160	4,692	29	Det.
1/12th "	Devonport	29	69	98	4,268	44	
2/12th "	Jubbulpore	70	115	185	4,838	26	Det.
1/13th "	Gibraltar	42	54	96	6,600	69	
2/13th "	Portland and Gosport	20	111	131	11,557	88	
1/14th "	Malta and Cawnpore	56	174	230	9,441	41	Det.
2/14th "	Melbourne	13	85	98	2,262	23	Det.
1/15th "	Bermuda	76	12	88	2,893	33	
2/15th "	Gibraltar	45	73	118	4,540	38	
1/16th "	Montreal and Halifax	48	232	280	3,878	14	
2/16th "	Barbadoes	61	278	339	25,495	75	Det.
1/17th "	Curragh and Newry	36	157	193	11,072	57	Det.
2/17th "	Toronto, Dublin, &c.	14	64	78	5,461	70	
1/18th "	Edinburgh and Curragh.	48	150	198	13,988	71	
2/18th "	Auckland	8	28	36	1,729	48	
1/19th "	Rawul Pindee	33	153	186	4,450	24	
2/19th "	Bangalore	45	176	221	11,210	50	
1/20th "	Devonport and Aldershot.	9	183	192	12,141	63	
2/20th "	Natal	40	134	174	9,502	55	Det.
1/21st "	Enniskillen and Curragh.	67	75	142	3,466	24	Det.
2/21st "	Secunderabad	50	41	91	4,310	47	
1/22nd "	New Brunswick	32	70	102	6,557	64	
2/22nd "	Newcastle-on-Tyne	24	78	102	2,916	29	Det.
1/23rd "	Bombay	39	188	227	10,512	46	
2/23rd "	Newport (Monmouth)	35	111	146	7,648	52	
1/24th "	Malta	35	97	132	7,003	53	
2/24th "	Rangoon	56	--	56	2,134	38	
1/25th "	Glasgow and Aldershot.	33	111	144	6,450	45	
2/25th "	Shahjehanpore	2	89	91	2,742	30	
26th "	Dum, Dum, &c.	105	209	314	7,105	23	
27th "	Dover and Chatham	19	67	86	5,216	61	
28th "	Belfast and Gibraltar	29	154	183	9,664	53	
29th "	Toronto	63	67	130	8,899	68	
30th "	Quebec and Halifax	28	74	102	2,701	26	
31st "	Malta	55	124	179	4,061	23	
32nd "	Mauritius	20	61	81	6,427	79	
33rd "	Portsmouth	44	53	97	1,490	15	
34th "	Portsmouth and Aldershot.	17	119	136	8,514	63	

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
35th Bat. 1st foot	Portsmouth	55	73	128	4,149	32	
36th "	Peshawur	36	108	144	5,966	41	
37th "	Bareilly	105	47	152	9,046	60	
38th "	Sealkote	38	68	106	8,992	85	
39th "	Kinsale and Fermoy	12	236	248	13,241	53	
40th "	Aldershot and Carlisle.	44	55	99	6,905	70	
41st "	Agra	52	164	216	11,815	55	
42nd "	Stirling and Edinburgh.	19	86	105	8,322	79	
43rd "	Aldershot and Jersey	43	78	121	3,240	27	Det.
44th "	Kilkenny	55	194	249	10,392	42	Det.
45th "	Madras	10	176	186	5,184	28	
46th "	Parkhurst	47	74	121	6,506	54	
47th "	Halifax, N. S.	33	206	239	5,746	24	
48th "	Fermoy and Malta	38	208	246	8,712	35	Det.
49th "	Deesa	88	129	217	13,293	61	
50th "	Sydney	74	30	104	6,357	61	
51st "	Aldershot and Portland.	32	149	181	5,957	33	
52nd "	Limerick and Malta	—	175	175	15,443	88	
53rd "	London and Quebec, C.W.	37	75	112	4,171	37	
54th "	Aldershot and Belfast	51	85	136	7,941	58	
55th "	Lucknow	66	205	271	21,343	79	
56th "	Waterford	17	69	86	8,331	97	
57th "	Aldershot	10	110	120	4,689	39	
58th "	Dargeeling	42	71	113	2,876	25	Det.
59th "	Ceylon	23	162	185	20,095	109	Det.
1st Bat. 60th Rifles	Montreal	76	193	269	11,168	42	Det.
2nd "	Calcutta	113	104	217	22,286	103	
3rd "	Madras, &c.	55	53	108	4,021	43	
4th "	New Brunswick	43	8	51	1,118	22	
61st Foot	Bermuda	22	19	41	4,290	105	Det.
62nd "	Cork	60	57	117	3,648	31	
63rd "	Dublin and Curragh	51	101	152	6,955	46	
64th "	Malta	72	107	179	7,400	41	Det.
65th "	Curragh and Dublin	23	63	86	7,264	84	
66th "	Jersey and Dublin	41	96	137	4,628	34	Det.
67th "	Curragh and Portsmouth.	64	69	133	8,234	62	
68th "	Manchester	68	46	114	2,464	21	
69th "	London, C.W., and Montreal.	35	74	109	4,082	37	
70th "	Ashton and Kinsale	6	65	71	9,103	128	Det.
71st "	Fermoy, Dublin, &c.	38	267	305	11,384	37	Det.
72nd "	Dublin and Limerick	51	138	189	12,054	64	
73rd "	Hong Kong	32	71	103	8,809	86	
74th "	Gibraltar	32	115	147	7,457	51	
75th "	Gibraltar and Hong Kong.	36	61	97	1,923	20	
76th "	Thayetmyo	103	97	200	5,704	29	Det.
77th "	Nowshera	28	85	113	6,789	60	
78th "	Montreal	50	230	280	3,943	14	Det.
79th "	Roorke	1	39	40	2,342	58	Det.
80th "	Aldershot and Fleetwood.	40	155	195	9,076	46	Det.
81st "	Ruttevant	34	92	126	7,754	62	Det.
82nd "	Kurrachee and Aden	77	47	124	4,745	38	
83rd "	Gibraltar	52	56	108	2,340	21	
84th "	Jamaica	22	83	105	4,777	45	
85th "	Curragh and Mean Meer.	38	128	166	2,452	21	
86th "	Mauritius	43	76	119	1,134	9	Det
87th "	Malta	46	88	134	9,473	71	
88th "	Peshawur and Nowshera.	33	100	133	6,135	46	Det.

APP. III. No. 1.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
89th foot - -	Dublin and Athlone -	18	174	192	3,952	21	
90th „ - -	Subathoo and Kurnoul.	25	77	102	7,917	77	
91st „ - -	Kamptee and Dover	1	49	50	3,135	62	
92nd „ - -	Jullundur - -	31	130	161	11,936	74	Det.
93rd „ - -	Jhansie - -	—	92	92	6,503	71	Det.
94th „ - -	Dover - - -	49	53	102	7,730	75	
95th „ - -	Mhow - -	40	150	190	6,514	34	
96th „ - -	Poona - - -	16	234	250	10,030	40	
97th „ - -	Plymouth and Aldershot.	39	107	146	9,131	62	
98th „ - -	Aldershot - -	19	96	115	7,743	67	
99th „ - -	Cape Town - -	69	110	179	5,868	32	Det.
100th „ - -	Montreal and Glasgow.	62	99	161	1,507	9	
101st „ - -	Cawnpore - -	23	58	81	7,954	98	Det.
102nd „ - -	Lucknow - -	62	94	156	8,912	57	
103rd „ - -	Morar - -	67	183	250	6,369	25	Det.
104th „ - -	Dugshai - -	9	97	106	4,751	44	
105th „ - -	Dinapore - -	31	56	87	6,542	75	
106th „ - -	Umballa - -	29	57	86	4,104	47	
107th „ - -	Allahabad - -	46	136	182	9,839	54	
108th „ - -	Belgaum - -	53	92	145	11,091	76	
109th „ - -	Mooltan - -	36	72	108	8,074	74	
1st Bat. Rifle Brig.	Ottawa - -	24	98	122	2,579	21	
2nd „ -	Devonport - -	34	97	131	7,670	50	
3rd „ -	Seetapore - -	35	94	129	13,496	105	
4th „ -	Weedon and Chester	39	74	113	3,729	33	Det.
		5,549	15,247	20,796	1,012,979	—	
1st West India Reg.	Sierra Leone - -	25	79	104	8,089	84	
2nd „ -	Bahamas - -	19	33	52	3,414	65	Det.
3rd „ -	Jamaica - -	37	378	415	2,309	6	
4th „ -	Barbadoes - -	20	83	103	9,874	96	
Ceylon Rifles -	Ceylon - -	12	222	234	14,630	62	Det.
Cape Mounted Rifles	Cape of Good Hope -	14	80	94	2,434	26	Det.
Canadian Rifles -	Canada - -	13	47	60	4,893	82	Det.
Malta Fencibles -	Malta - - -	10	75	85	2,090	25	
		150	997	1,147	48,338	—	
1st Depot Battalion	Chatham - -	83	283	366	16,937	46	Det.
2nd „ -	Chatham - -	—	300	300	25,196	84	
3rd „ -	Chatham and Shorncliffe.	52	229	281	34,431	123	
4th „ -	Colchester - -	43	301	344	11,307	33	
5th „ -	Parkhurst - -	2	169	171	3,558	21	Det.
6th „ -	Walmer - -	8	163	171	15,768	92	
7th „ -	Winchester - -	35	137	172	6,849	39	
8th „ -	Colchester - -	21	390	411	26,103	63	
9th „ -	Preston - -	28	84	112	5,014	44	
10th „ -	Shorncliffe - -	27	203	230	15,940	69	
11th „ -	Gosport - -	47	233	280	18,292	65	
12th „ -	Shorncliffe - -	74	356	430	20,911	48	
13th „ -	Pembroke - -	1	186	187	17,231	92	
14th „ -	Sheffield - -	34	200	234	18,604	79	
15th „ -	Aberdeen - -	14	321	335	12,154	36	Det.
		469	3,555	4,024	248,405	—	

Regiment.	Station.	On School Books. Non-commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.	Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
Commissariat Staff	Aldershot	37	80	117	4,915	42	
Garrison	Bathurst	19	59	78	2,858	36	
Commissariat Staff	Dublin	5	38	43	1,072	25	
School of Musketry	Hythe	37	—	37	4,102	110	
School of Music	Kneller Hall	26	115	141	—	—	
Convalescent Depôt	Kussowlie	—	4	4	382	95	
Royal Victoria Hos.	Netley	2	14	16	4,089	255	
Convalescent Depôt	Wellington	—	20	20	562	28	
Royal Horse Artillery		126	330	456	18,380	—	
A. Brigade	Meerut	54	66	120	8,334	74	
B. „	Woolwich	27	93	120	5,650	47	
C. „	Aldershot	48	139	187	12,271	66	
D. „	Bangalore	6	34	40	2,688	67	
E. „	Kirkee	53	49	102	12,804	125	
F. „	Umballa	47	38	85	11,438	134	
Depôt Royal Artillery.	Maidstone	11	149	160	4,087	25	
1st Brigade	Halifax, N.S.	29	95	124	2,813	22	
2nd „	Mauritius	2	28	30	313	10	
3rd „	Montreal	22	53	75	677	9	
4th „	Toronto	29	23	52	2,335	45	
5th „	Madras	22	32	54	2,096	38	
6th „	Portsmouth	50	64	114	11,231	98	
7th „	Plymouth and Woolwich.	22	177	199	8,638	43	
8th „	Lucknow	43	115	158	13,889	87	
9th „	Dublin	28	79	107	2,630	24	
10th „	Malta	8	147	155	3,978	25	
11th „	Woolwich	77	171	248	5,225	21	
12th „	Gosport	64	217	281	9,598	34	
13th „	Dover and Plymouth	23	141	164	12,739	78	
14th „	Ahmedabad	58	65	123	1,620	13	
15th „	Gibraltar	44	54	98	3,142	32	
16th „	Barrackpore	65	203	268	18,265	68	
17th „	Woolwich and Dover	48	144	192	9,522	50	
18th „	Kurrachee	46	91	137	1,692	12	
19th „	Peshawur	58	23	81	7,272	90	
20th „	Kamptee	15	40	55	589	11	
21st „	Mhow	4	27	31	397	13	
22nd „	Morar	64	108	172	13,622	79	
23rd „	Secunderabad	5	10	15	1,584	105	
24th „	Mean Meer	29	39	68	5,772	85	
25th „	Allahabad	31	41	72	4,709	65	
Detached Batteries of Brigades serving in	United Kingdom	182	324	506	22,821	43	
	Colonies	84	332	416	15,395	39	
	India	84	130	214	2,901	14	
Depôt Brig. 1st Div.	Sheerness	50	382	432	32,584	75	
„ 2nd „	Woolwich	68	54	122	8,158	67	
„ 3rd „	Warley	27	136	163	14,438	89	
School of Gunnery	Shoeburyness	8	19	27	996	37	
		1,635	4,132	5,767	319,473	—	
Royal Engineers.	Aldershot	4	36	40	3,852	84	
	Chatham	2	196	198	11,355	57	
	Dover	15	26	41	1,134	28	
	Gibraltar	17	3	20	938	42	
	Malta	27	25	52	1,604	31	
	Quebec	17	30	47	1,021	22	
	Shorncliffe	4	8	12	59	5	
	Weymouth	3	35	38	282	7	
	Woolwich	7	15	22	1,703	77	
		96	374	470	21,448	—	

APPENDIX III.—No. 2.

APP. III. No. 2.

TABLE showing the AVERAGE NUMBER of NON-COMMISSIONED OFFICERS, PRIVATES, &c., whose NAMES were on the SCHOOL BOOKS, with the AVERAGE DAILY ATTENDANCES for the Year 1869.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-Commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
1st Life Guards	Windsor and London	—	27	27	4,165	154	
2nd „	London	5	32	37	5,152	139	
Royal Horse Guards	London and Windsor	6	23	29	2,749	95	
1st Dragoon Guards	Cahir and Manchester	19	31	50	3,521	71	
2nd „ „	Mhow	30	77	107	5,327	50	
3rd „ „	Chichester and Colchester.	23	101	124	7,473	60	
4th „ „	Brighton and Sheffield	17	38	55	3,566	65	
5th „ „	Aldershot and Leeds	16	80	96	3,031	32	
6th „ „	Longford and Newbridge.	9	71	80	6,491	81	
7th „ „	Aldershot	—	34	34	3,637	107	
1st Dragoons	Dublin and Cahir	10	22	32	1,376	43	
2nd „	Cahir and Dublin	17	26	43	4,560	106	
3rd Hussars	Ahmednuggur	39	49	88	7,484	85	
4th „	Meerut	19	53	72	4,103	57	
5th Lancers	Lucknow	11	75	86	4,095	55	
6th Dragoons	Aldershot	8	46	54	4,284	79	
7th Hussars	Sealkote	25	130	155	9,779	63	Det.
8th „	Edinburgh and Dundalk.	3	49	52	1,754	34	
9th Lancers	Newbridge and Hounslow.	31	20	51	6,634	130	
10th Hussars	Aldershot and Brighton	17	67	84	4,479	53	
11th „	Muttra	39	42	81	3,760	46	
12th Lancers	Dublin	53	10	63	2,807	45	
13th Hussars	Toronto and York	40	72	112	4,424	40	
14th „	Dublin and Longford	9	44	53	4,808	91	
15th „	York and Chichester	—	79	79	8,172	103	
16th Lancers	Bangalore	47	15	62	3,057	49	
17th „	Hounslow and Edinburgh.	17	44	61	5,215	86	
18th Hussars	Secunderabad	46	53	99	10,778	109	
19th „	Benares	34	29	63	5,189	82	Det.
20th „	Campbellpore	34	167	201	20,950	104	Det.
21st „	Umballa	43	50	93	2,558	28	
Military Train	Aldershot	28	23	51	5,013	98	
„ „	Woolwich	25	43	68	2,545	37	
Cavalry Depôt	Canterbury	15	110	125	11,299	90	
		735	1,832	2,567	184,835	—	
1st Bat. Gren. Guards	Dublin	27	187	214	14,053	66	Det.
2nd „ „	Windsor and London	26	182	208	11,920	50	
3rd „ „	London and Windsor	24	164	188	15,357	81	
1st Bat. Cold. Guards	London	53	136	189	7,299	39	
2nd „ „	London	54	116	170	9,841	58	Det.
1st Bat. S. Fus. Guards	London	29	162	191	9,786	51	
2nd „ „	London	32	162	194	12,822	66	
Depôt „ „	Warley	15	214	229	30,792	134	
		260	1,323	1,583	111,870	—	

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-Commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
1/1st Foot	Cannonore	40	153	193	8,284	43	Det.
2/1st "	Nusseerabad	38	83	121	3,132	26	
1/2nd "	Poona	15	181	196	9,036	46	Det.
2/2nd "	Aldershot and Gosport	68	72	140	7,478	53	
1/3rd "	Dugshaie	44	38	82	4,947	60	
2/3rd "	Aldershot	31	47	78	5,864	75	
1/4th "	Dover	18	64	82	2,693	33	
2/4th "	Dublin and Chester	51	148	199	7,034	35	
1/5th "	Ferozepore	31	97	128	6,329	49	
2/5th "	Aldershot and Glasgow	35	108	143	11,044	77	
1/6th "	Rawul Pindee	—	145	145	10,797	74	
2/6th "	Aldershot, &c.	33	221	254	12,989	51	
1/7th "	Saugor	36	48	84	1,377	16	
2/7th "	Bury and Aldershot	34	123	157	9,196	59	
1/8th "	Poona	69	238	307	14,927	49	
2/8th "	Aldershot and Bury	2	178	180	10,641	59	
1/9th "	King William's Town	21	243	264	3,248	12	
2/9th "	Dublin and Warley	61	108	169	11,000	65	
1/10th "	Japan	36	157	193	6,441	33	
2/10th "	Secunderabad	79	248	327	29,201	89	
1/11th "	Fyzabad, &c.	30	39	69	3,817	55	
2/11th "	Cape of Good Hope	35	163	198	5,133	26	Det.
1/12th "	Aldershot and Carlisle	24	71	95	6,760	71	
2/12th "	Jubbulpore	76	108	184	1,684	9	Det.
1/13th "	Gibraltar	44	36	80	7,985	100	
2/13th "	Gosport and Aldershot	19	99	118	7,939	67	
1/14th "	Cawnpore	89	175	264	17,214	65	
2/14th "	Melbourne	16	60	76	2,377	31	Det.
1/15th "	Bermuda	42	14	56	2,276	41	Det.
2/15th "	Dublin	33	95	128	9,124	71	Det.
1/16th "	Halifax, N.S.	58	208	266	4,933	19	
2/16th "	Dublin and Curragh	50	207	257	8,156	32	
1/17th "	Newry and Dublin	17	170	187	10,714	58	Det.
2/17th "	Jersey	49	186	235	6,571	28	Det.
1/18th "	Curragh and Belfast	49	103	152	12,355	81	
2/18th "	Auckland	11	45	56	1,704	30	Det.
1/19th "	Rawul and Pindee	20	140	160	7,408	46	
2/19th "	Bangalore	38	108	146	13,184	90	
1/20th "	Bristol and Kilkenny	19	118	137	8,052	59	Det.
2/20th "	Natal	45	128	173	10,578	61	Det.
1/21st "	Kurrachee	81	162	243	11,317	47	Det.
2/21st "	Rangoon	39	26	65	3,605	55	
1/22nd "	Fredericton, N.B., and Cork.	22	51	73	3,586	49	
2/22nd "	Sheffield	28	81	109	7,045	65	
1/23rd "	Bombay and Devonport	31	129	160	6,063	38	
2/23rd "	Aldershot	30	176	206	9,912	47	
1/24th "	Malta	15	119	134	6,406	48	Det.
2/24th "	Secunderabad	79	47	126	3,116	25	
1/25th "	Aldershot and Portsmouth.	34	159	193	13,477	70	
2/25th "	Bareilly	1	63	64	2,739	43	
26th "	Calcutta	117	93	210	5,297	25	
27th "	Chatham	33	78	111	11,197	101	Det.
28th "	Gibraltar	31	70	101	3,325	33	
29th "	Canada	58	24	82	2,435	30	Det.
30th "	Waterford	19	67	86	2,553	30	Det.
31st "	Malta	50	61	111	4,116	37	Det.
32nd "	Fort Beaufort, &c.	34	38	72	3,824	53	Det.
33rd "	Portsmouth	37	57	94	3,273	35	
34th "	Aldershot and Shorncliffe.	26	60	86	6,521	76	
35th "	Aldershot and Bradford.	65	54	119	6,367	54	
36th "	Peshawur and Rawul Pindee.	36	83	119	7,727	64	
	Shahjehanpore	86	46	132	5,166	39	Det.
37th "	Peshawur	33	126	159	12,372	78	
38th "	Cork	6	114	120	6,954	58	
39th "							

APP. III.
No. 2.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-Commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
40th Foot -	Carlisle and Mullingar	27	56	83	4,394	53	Det.
41st „ -	Subathoo - -	59	154	213	11,852	56	
42nd „ -	Edinburgh and Aldershot.	57	194	251	17,862	71	Det.
43rd „ -	Curragh and Dublin -	44	111	155	7,942	51	
44th „ -	Kilkenny - -	57	102	159	7,463	47	Det.
45th „ -	Madras - -	4	132	136	11,130	82	
46th „ -	Portsmouth - -	73	53	126	3,498	28	
47th „ -	Barbadoes and Curragh	36	384	420	17,544	42	Det.
48th „ -	Malta - - -	50	158	208	14,504	70	
49th „ -	Deesa - - -	103	109	212	12,129	53	
50th „ -	Sydney and Devonport	67	57	124	5,153	32	Det.
51st „ -	Portland - -	52	166	218	6,221	29	Det.
52nd „ -	Malta - - -	27	155	182	15,642	86	Det.
53rd „ -	Quebec and Barbadoes	17	80	97	1,963	20	
54th „ -	Belfast and Mullingar	76	65	141	6,495	45	
55th „ -	Chukrata - -	63	170	233	8,463	36	
56th „ -	Waterford and Dublin	42	115	157	8,800	56	
57th „ -	Devonport - -	28	138	166	6,514	39	
58th „ -	Allahabad - -	35	39	74	798	11	Det.
59th „ -	Poona - - -	41	323	364	31,525	87	
1st Bat. 60th Rifles -	Montreal and Ottawa	44	130	174	1,339	8	Det.
2nd „ „ -	Seetapore - -	105	101	206	18,095	88	Det.
3rd „ „ -	Bellary - - -	43	72	115	9,407	83	
4th „ „ -	St. John, N.B., and Aldershot.	31	18	49	2,322	47	
61st Foot - -	Bermuda - -	32	25	57	4,504	79	
62nd „ - -	Lucknow - -	50	70	120	5,077	42	
63rd „ - -	Fermoy and Kinsale -	25	73	98	6,073	62	
64th „ - -	Malta - - -	87	64	151	4,418	29	
65th „ - -	Dublin and Fermoy -	30	77	107	7,247	68	
66th „ - -	Curragh - -	51	210	261	10,918	42	
67th „ - -	Portsea and Aldershot	57	55	112	6,198	55	
68th „ - -	Manchester and Cork	51	46	97	2,435	25	
69th „ - -	Montreal and Quebec	33	178	211	5,195	25	
70th „ - -	Kinsale and Limerick	13	48	61	6,190	101	
71st „ - -	Gibraltar - -	21	216	237	62,563	264	Det.
72nd „ - -	Limerick and Buttevant	49	146	195	11,856	61	
73rd „ - -	Ceylon - -	30	88	118	5,858	50	
74th „ - -	Gibraltar - -	32	82	114	3,552	31	
75th „ - -	Hong Kong - -	22	174	196	12,116	62	
76th „ - -	Thayetmyo - -	80	95	175	6,388	37	Det.
77th „ - -	Agra - - -	24	122	146	6,352	44	
78th „ - -	Halifax, N.S. - -	45	286	331	4,805	14	Det.
79th „ - -	Roorkee - -	3	62	65	4,374	67	Det.
80th „ - -	Fleetwood and Birr -	38	143	181	12,462	69	Det.
81st „ - -	Buttevant and Templemore.	37	72	109	6,776	62	
82nd „ - -	Aden - - -	74	47	121	4,718	39	Det.
83rd „ - -	Gibraltar - -	52	50	102	1,874	18	
84th „ - -	Jamaica - -	15	77	92	4,697	51	
85th „ - -	Mean Meer - -	40	267	307	14,766	48	Det.
86th „ - -	Mauritius - -	30	59	89	2,416	27	Det.
87th „ - -	Malta - - -	35	120	155	9,751	63	Det.
88th „ - -	Nowshera - -	25	82	107	4,636	43	Det.
89th „ - -	Athlone and Fermoy -	12	176	188	9,591	51	Det.
90th „ - -	Kamptee and Edinburgh.	26	78	104	5,788	55	
91st „ - -	Dover - - -	1	54	55	3,671	66	
92nd „ - -	Jullundur - -	43	108	151	6,083	44	Det.
93rd „ - -	Jhansie - -	—	115	115	10,579	92	Det.
94th „ - -	Woolwich - -	63	139	202	12,626	63	
95th „ - -	Mhow - - -	43	162	205	15,121	73	
96th „ - -	Dum Dum - -	18	150	168	4,737	28	Det.
97th „ - -	Aldershot and Dover	55	76	131	10,279	78	
98th „ - -	Aldershot and Newcastle.	34	118	152	11,631	77	
99th „ - -	Cape Town and Gosport.	41	167	208	5,213	25	

APP. III. No. 2.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-Commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
100th Foot - -	Glasgow and Manchester.	6	74	80	1,577	20	Det.
101st „ - -	Gosport - -	50	37	87	4,382	50	
102nd „ - -	Lucknow - -	35	68	103	5,782	56	
103rd „ - -	Morar - - -	71	162	233	6,771	29	Det.
104th „ - -	Peshawur - -	3	100	103	5,711	55	
105th „ - -	Meerut - -	38	105	143	9,009	63	Det.
106th „ - -	Umballa - -	30	71	101	3,301	33	
107th „ - -	Hazarubagh - -	18	97	115	6,793	59	
108th „ - -	Belgaum - -	64	109	173	8,548	49	
109th „ - -	Mooltan - -	1	130	131	8,546	65	
1st Bat. Rifle Brig. -	Ottawa and Montreal	21	72	93	2,292	25	Det.
2nd „ „ -	Devonport and Aldershot.	28	132	160	11,196	70	
3rd „ „ -	Dinapore - -	45	95	140	11,146	80	
4th „ „ -	Chester and Aldershot	50	57	107	3,030	28	
		5,555	15,725	21,280	1,125,388		
1st West India Reg. -	Sierra Leone - -	18	71	89	6,607	74	
2nd „ „ -	Barbadoes, &c. -	24	58	82	1,137	14	
3rd „ „ -	Jamaica - -	5	57	62	3,578	58	
Ceylon Rifles -	Ceylon - - -	27	374	401	6,689	17	
Cape Mounted Rifles	Cape of Good Hope -	15	89	104	4,976	48	
Canadian Rifles -	Canada - -	5	57	62	3,578	58	
Malta Fencibles -	Malta - - -	27	44	71	2,549	36	
		121	750	871	29,114		
1st Depôt Bat. -	Chatham - -	58	156	214	22,360	107	
2nd „ - -	Chatham - -	1	287	288	27,147	94	
3rd „ - -	Pembroke - -	15	105	120	12,797	107	
4th „ - -	Colchester - -	35	254	289	17,752	62	
5th „ - -	Parkhurst - -	9	92	101	7,875	78	
6th „ - -	Shorncliffe - -	15	250	265	19,348	73	
7th „ - -	Winchester - -	75	125	200	9,251	46	
8th „ - -	Colchester - -	41	245	286	23,238	81	
9th „ - -	Preston - -	50	121	171	10,020	59	
10th „ - -	Shorncliffe - -	66	353	419	21,729	52	
11th „ - -	Aberdeen - -	22	193	215	12,293	57	
		387	2,181	2,568	184,310		
Commissariat Staff -	Aldershot - -	38	88	126	5,429	43	
Garrison - -	Bathurst - -	16	48	64	3,063	48	
Convalescent Depôt -	Dargeeling - -	—	13	13	65	5	
Commissariat Staff -	Dublin - - -	4	40	44	925	21	
Convalescent Depôt -	Kussowlie - -	7	25	32	1,247	39	
„ - -	Murree - -	17	37	54	1,062	20	
Royal Victoria Hos. -	Netley - - -	1	5	6	2,549	425	
Convalescent Depôt -	Poonamalee - -	—	3	3	206	69	
„ „ -	Wellington (Madras)	36	37	73	2,206	30	
		119	296	415	16,752		
Royal Horse Artillery							
A. Brigade - -	Meerut - -	47	104	151	11,055	73	
B. „ - -	Woolwich - -	31	40	71	6,939	98	
C. „ - -	Aldershot - -	59	122	181	11,134	62	
D. „ - -	Bangalore - -	18	40	58	2,756	48	
E. „ - -	Kirkee - - -	59	35	94	9,936	106	
F. „ - -	Umballa - -	38	41	79	9,338	118	
Depôt - - -	Maidstone - -	14	156	170	4,567	27	

APP. III.
No. 2.

Regiment.	Station.	On School Books.			Number of Attendances during the Year.	Average Number of Lessons per Man during the Year.	Remarks.
		Non-Commissioned Officers.	Privates, Trumpeters, and Drummers.	Total.			
Royal Artillery.							
1st Brigade	Halifax, N.S.	19	59	78	5,785	74	
2nd "	Mauritius, &c.	—	—	—	—	—	
3rd "	Montreal and Quebec	21	8	29	1,728	60	
4th "	Toronto and Dublin	23	42	65	3,023	47	
5th "	St. Thomas's Mount (Madras).	59	60	119	4,794	40	
6th "	Mhow	28	20	48	5,561	116	
7th "	Woolwich	12	118	130	9,403	72	
8th "	Lucknow	60	82	142	12,704	89	
9th "	Dublin and Ahmedabad.	28	34	62	2,598	42	
10th "	Malta	35	132	167	3,834	23	
11th "	Woolwich	33	62	95	4,243	45	
12th "	Portsmouth	25	129	154	11,069	72	
13th "	Plymouth	20	142	162	10,590	65	
14th "	Ahmedabad and Woolwich.	45	46	91	2,328	26	
15th "	Gibraltar	50	90	140	4,629	33	
16th "	Barrackpore	57	111	168	11,111	66	
17th "	Dover	41	112	153	5,946	39	
18th "	Kurrachee, &c.	53	108	161	5,492	34	
19th "	Peshawur, &c.	52	66	118	7,632	65	
20th "	Kamptee, &c.	39	22	61	3,379	55	
21st "	Gosport	49	44	93	4,314	46	
22nd "	Morar, &c.	72	141	213	15,969	75	
23rd "	Secunderabad, &c.	74	79	153	4,161	27	
24th "	Mean Meer, &c.	32	66	98	8,399	86	
25th "	Allahabad, &c.	35	86	121	6,574	54	
Detached Batteries of Brigades serving in	United Kingdom	223	492	715	36,195	51	
	Colonies	166	293	459	19,658	43	
	India	175	190	365	19,913	55	
Depôt Brigade	Woolwich	117	79	196	16,232	83	
Coast Brigade, &c.	Sheerness	22	77	99	15,630	157	
School of Gunnery	Shoeburyness	21	70	91	15,637	62	
		1,952	3,598	5,550	334,256		
Royal Engineers.							
	Aldershot	26	32	58	5,816	100	
	Camden Fort	3	9	12	686	31	
	Chatham	1	171	172	13,050	76	
	Dover	5	5	10	520	52	
	Gibraltar	20	3	23	1,188	52	
	Malta	25	30	55	1,561	28	
	Portsmouth	14	31	45	1,091	24	
	Quebec	14	24	38	1,764	46	
	Shorncliffe	2	7	9	438	49	
	Weymouth	—	37	37	785	21	
	Woolwich	6	8	14	1,803	129	
		116	357	473	28,702		

APPENDIX IV.—No. ..

APP. IV. No. 1.

TABLE marking Degrees of Progress as shown by Examination Books in Adult Schools, from Superintending Schoolmasters' and Assistant Inspectors' Reports, 1868.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
2nd Life Guards	26	1	15	10	—	26	2	19	5	—	27	2	19	6	—
Royal Horse Guards	8	—	3	5	—	8	—	4	4	—	8	—	3	5	—
1st Dragoon Guards	75	1	42	29	3	75	6	57	11	1	75	4	56	14	1
4th "	6	—	5	1	—	6	—	5	1	—	6	1	5	—	—
5th "	68	4	44	20	—	68	4	56	8	—	68	11	38	17	2
1st Dragoons	19	2	7	8	2	21	1	15	6	—	22	1	11	9	1
2nd "	23	—	17	6	—	23	—	18	5	—	23	—	21	2	—
3rd Hussars	43	—	9	34	—	44	—	22	22	—	44	1	11	32	—
4th "	58	—	50	8	—	58	1	41	16	—	58	1	49	8	—
7th "	14	—	10	4	—	14	—	12	2	—	14	—	5	9	—
8th "	20	—	3	13	4	20	1	16	3	—	20	—	11	7	2
10th "	116	—	61	49	6	116	1	96	18	1	116	—	62	52	2
12th Lancers	60	26	23	1	—	60	24	35	1	—	60	30	29	1	—
13th Hussars	58	5	32	21	—	58	5	29	4	—	58	6	32	20	—
14th "	53	11	38	4	—	62	12	47	3	—	62	15	43	4	—
15th "	15	2	8	5	—	16	2	8	10	—	16	—	8	8	—
17th Lancers	15	—	7	8	—	16	—	11	5	—	17	1	11	5	—
18th Hussars	104	2	81	20	1	104	6	94	3	1	104	7	88	9	—
19th "	15	—	5	10	—	15	—	8	7	—	15	—	1	14	—
20th "	181	2	80	98	1	181	2	79	99	1	181	1	55	124	1
21st "	5	—	4	1	—	5	—	4	1	—	5	—	2	3	—
Cavalry Depôt	50	4	31	14	1	52	5	30	17	—	54	—	25	26	3
Military Train—Woolwich	55	—	31	14	10	55	—	36	19	—	55	—	38	14	3
Grenadier Guards—															
1st Battalion	72	2	31	36	3	92	1	46	44	1	84	2	48	32	2
2nd "	200	1	58	140	1	200	—	84	113	3	200	—	62	119	19
3rd "	150	7	112	31	—	176	13	143	20	—	171	12	124	35	—
Coldstream Guards—															
1st Battalion	80	1	50	29	—	100	4	67	26	3	80	3	50	22	5
Scots Fusilier Guards															
1st Battalion	100	—	32	66	2	100	2	32	65	1	100	2	27	62	9
2nd "	50	3	21	22	4	50	2	28	17	3	50	7	26	17	—
1st Foot, 1st Batt.	108	14	90	3	1	124	14	104	6	—	115	11	94	9	1
2nd " 2nd "	125	1	67	57	—	125	—	97	28	—	125	—	85	39	1
3rd " 1st "	65	—	22	40	3	65	3	38	22	2	65	1	27	37	—
4th " 2nd "	36	—	18	17	1	36	—	27	9	—	36	2	23	11	—
5th " 1st "	63	—	45	18	—	63	—	38	25	—	—	—	—	—	—
" " 2nd "	108	4	60	42	2	108	7	86	13	2	108	2	49	47	10
6th " " "	247	6	123	116	2	247	10	173	61	3	247	7	136	99	5
7th " 1st "	12	—	8	4	—	12	1	5	5	1	12	2	2	7	1
8th " 1st "	75	1	25	43	6	106	1	41	55	9	73	—	30	39	4
" " 2nd "	127	1	53	73	—	127	—	92	35	—	127	8	82	35	2
9th " 2nd "	19	—	7	10	2	19	—	11	8	—	19	1	8	9	1
10th " 2nd "	16	1	15	—	—	17	1	16	—	—	17	1	13	3	—
12th " 1st "	61	—	39	22	—	63	—	46	17	—	63	—	46	17	—
" " 2nd "	61	1	33	27	—	61	10	38	12	1	61	—	21	39	1
13th " 1st "	94	3	26	63	2	94	1	29	63	1	94	10	32	52	—
" " 2nd "	55	—	30	24	1	72	—	49	23	—	72	3	33	33	3
14th " 1st "	10	—	8	2	—	10	—	9	1	—	10	—	7	3	—

APP. IV. No. 1.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
15th Foot, 2nd Batt.	89	—	80	9	—	89	—	75	14	—	89	—	70	10	—
16th „ 1st „	242	25	39	142	36	242	26	57	119	40	242	24	49	111	58
17th „ 1st „	147	2	41	83	21	147	1	94	48	4	147	3	45	86	13
„ „ 2nd „	199	—	22	176	1	199	—	22	174	3	199	5	17	174	3
18th „ 1st „	80	17	32	29	2	80	8	61	9	2	80	6	40	29	5
19th „ 1st „	78	—	35	42	1	78	—	34	43	1	78	—	13	65	—
21st „ 1st „	27	1	9	14	3	27	1	21	4	1	27	1	7	16	3
24th „ 1st „	65	1	50	14	—	66	2	53	11	—	66	12	44	10	—
27th Foot	29	3	20	6	—	44	—	28	16	—	44	5	32	7	—
28th „	78	2	38	30	8	126	1	47	78	—	126	4	55	63	4
29th „	118	—	74	42	2	118	—	68	48	2	118	1	74	39	4
30th „	107	16	41	50	—	107	18	46	43	—	107	23	52	32	—
31st „	47	1	21	25	—	47	1	35	11	—	47	2	28	17	—
33rd „	41	3	30	8	—	41	—	36	5	—	41	3	35	3	—
34th „	60	—	17	43	—	92	3	44	45	—	72	3	17	52	—
35th „	93	10	38	45	—	100	5	53	42	—	99	15	35	49	—
36th „	25	1	17	7	—	25	2	17	6	—	25	—	14	11	—
38th „	26	—	9	17	—	26	—	12	14	—	26	—	11	15	—
39th „	17	2	13	2	—	17	1	14	2	—	17	1	11	5	—
40th „	98	4	71	22	—	98	—	89	9	—	98	6	80	10	2
41st „	77	1	44	32	—	77	1	43	32	1	77	—	35	42	—
42nd „	137	8	88	41	—	137	5	116	16	—	137	30	86	21	—
44th „	56	1	53	2	—	56	—	56	—	—	56	4	52	—	—
48th „	44	—	20	23	1	44	—	29	14	1	44	—	28	16	—
52nd „	61	—	42	18	1	61	—	46	14	1	61	—	34	24	3
53rd „	113	3	70	38	2	113	3	77	32	1	113	9	76	26	2
54th „	55	1	18	31	5	55	6	19	23	7	55	2	22	23	8
56th „	60	—	32	26	2	60	—	41	19	—	60	—	36	24	—
57th „	100	6	72	19	3	100	4	90	6	—	100	6	75	17	2
60th Rifles, 1st Batt.	143	10	53	76	4	143	10	62	62	9	143	16	66	50	11
„ 3rd „	44	—	13	23	8	44	—	24	15	5	44	—	23	19	2
„ 4th „	65	2	39	24	—	65	2	53	10	—	65	4	48	13	—
62nd Foot	36	—	16	11	9	36	—	18	10	8	36	—	9	24	3
63rd „	82	22	26	27	7	82	5	43	32	2	82	12	27	36	7
64th „	108	12	58	38	—	127	10	83	34	—	127	11	86	30	—
65th „	45	3	28	13	1	52	5	44	3	—	52	7	34	11	—
66th „	41	2	28	11	—	42	3	36	3	—	42	2	29	11	—
69th „	109	2	67	40	—	109	2	67	40	—	109	2	81	26	—
71st „	118	20	23	64	11	118	5	51	56	6	118	13	31	64	10
72nd „	42	2	30	10	—	42	7	29	6	—	42	2	28	12	—
74th „	87	1	36	49	1	87	1	34	52	—	87	4	27	54	2
75th „	50	—	12	36	2	50	—	16	34	—	50	—	12	30	8
77th „	45	2	27	16	—	45	2	29	13	—	45	4	23	18	—
78th „	137	22	75	40	—	137	23	61	53	—	137	28	77	32	—
79th „	7	1	5	1	—	7	—	5	2	—	7	1	1	5	—
80th „	140	1	80	63	5	149	1	130	13	5	149	2	121	21	5
81st „	64	4	37	22	1	64	2	43	18	1	64	5	41	18	—
83rd „	107	—	17	81	9	107	—	29	78	—	107	1	30	67	9
86th „	47	6	33	8	—	47	6	33	8	—	47	7	29	11	—
87th „	44	1	34	9	—	44	1	27	16	—	44	—	6	28	—
88th „	86	—	51	23	—	86	—	54	20	—	86	—	54	20	—
90th „	75	1	31	43	—	75	3	35	37	—	75	1	22	52	—
94th „	81	21	48	12	—	91	6	48	37	—	92	19	61	12	—
97th „	117	4	65	48	—	117	13	76	28	—	117	8	66	42	1
98th „	128	13	78	37	—	128	13	105	10	—	128	13	96	16	3
100th „	48	20	21	7	—	48	24	18	6	—	48	24	21	3	—
104th „	47	5	34	8	—	47	6	29	12	—	47	4	17	26	—
Rifle Brigade—															
1st Battalion	113	19	21	73	—	113	5	40	68	—	113	16	23	74	—
2nd „	65	—	32	33	—	65	—	27	36	2	65	6	35	28	1
Royal Canadian Rifles—	55	2	35	18	—	55	2	37	16	—	55	4	36	15	—
1st Depôt Battalion	72	1	26	45	—	81	2	51	27	1	93	6	58	29	—
2nd „	77	2	26	47	2	78	9	48	20	1	80	7	43	30	—
3rd „	80	9	20	51	—	80	11	39	29	1	80	1	37	32	—
4th „	57	2	16	31	3	54	4	20	26	4	55	2	24	27	2

APP. IV. No. 1.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
5th Depôt Battalion	40	1	7	31	1	40	1	13	26	—	40	1	8	29	2
6th „	62	—	15	46	1	61	4	31	24	2	65	6	30	29	—
7th „	54	5	34	14	1	67	3	49	15	—	64	1	38	24	1
8th „	80	7	34	39	—	83	11	55	17	—	88	3	51	34	—
10th „	71	1	50	20	—	88	1	50	37	—	88	1	52	35	—
11th „	260	8	98	154	—	316	4	141	171	—	278	9	80	188	1
12th „	104	4	67	31	2	116	8	71	37	—	116	13	64	28	11
Commissariat Staff Corps—															
Aldershot	58	3	37	16	2	58	4	37	15	2	58	9	31	15	3
Royal Victoria Hospital, Netley	51	17	31	3	—	51	11	36	6	—	51	18	27	6	—
Royal Malta Fencible Artillery	48	—	3	45	—	48	—	15	31	2	48	—	5	43	—
Garrison, Attock	12	—	6	6	—	12	—	7	5	—	12	—	5	7	—
Royal Horse Artillery—															
Aldershot	131	5	83	43	—	131	2	102	27	—	131	9	84	35	3
Maidstone	69	—	11	58	—	62	—	34	28	—	70	7	27	36	—
Woolwich	120	7	69	42	2	120	—	92	28	—	120	8	63	42	7
Royal Artillery—															
6th Brigade	92	16	37	39	—	116	11	62	43	—	102	17	47	38	—
7th „	108	—	54	46	8	108	—	62	43	3	108	—	39	35	34
11th „	9	—	6	3	—	9	—	5	4	—	9	—	6	2	1
12th „	84	3	31	49	1	117	—	52	65	—	117	1	46	69	1
„ „	61	4	35	21	1	80	1	60	19	—	80	3	37	39	1
13th „	69	5	34	30	—	75	6	34	34	1	75	9	43	21	2
„ „	85	5	43	37	—	101	7	60	34	—	101	11	55	35	—
15th „	117	2	19	96	—	117	1	17	99	—	117	13	8	96	—
17th „	56	—	35	21	—	119	3	72	44	—	56	—	38	17	1
20th „	27	3	24	—	—	27	2	23	2	—	27	—	20	7	—
Depôt Brigade—															
Warley	21	—	12	7	2	21	5	11	3	2	23	3	9	8	1
Woolwich	45	3	29	8	5	45	—	35	10	—	45	3	34	7	—
Detached Batteries, Dublin	26	1	16	9	—	28	1	25	2	—	28	1	24	3	—
„ „	7	—	7	—	—	7	—	7	—	—	7	—	7	—	—
Ferozepore	8	—	3	5	—	8	—	4	3	1	8	—	—	7	1
Hilsea	76	2	26	46	2	90	6	40	43	1	89	6	22	59	2
Jhansie	11	1	7	3	—	11	—	4	7	—	11	—	2	9	—
Kingston	45	2	8	35	—	45	—	11	34	—	45	1	7	37	—
Leith Fort	19	1	7	11	—	19	—	15	4	—	19	3	11	5	—
Limerick	22	—	10	11	1	22	—	15	7	—	22	—	11	10	1
London, C.W.	17	—	14	3	—	17	—	14	3	—	17	1	12	4	—
Mean Meer	23	—	9	14	—	23	—	16	7	—	23	—	16	7	—
Meerut	76	4	57	15	—	76	11	52	13	—	76	—	45	30	1
Montreal	18	7	11	—	—	18	6	12	—	—	18	2	16	—	—
Peshawur	12	—	7	5	—	12	—	8	4	—	12	—	7	5	—
Quebec	58	2	19	37	—	58	5	12	41	—	58	1	10	47	—
Rawul, Pindee	4	—	4	—	—	4	—	4	—	—	4	—	4	—	—
Sealkote	15	—	7	8	—	15	—	8	7	—	15	—	8	7	—
St. Helen's Island	22	—	4	18	—	22	—	4	18	—	22	—	4	18	—
Toronto	46	4	27	15	—	46	3	34	9	—	46	2	38	6	—
Umballa	29	—	18	11	—	30	1	15	14	—	30	1	10	19	—
Royal Engineers—															
Aldershot	26	—	13	13	—	26	—	17	9	—	26	6	16	4	—
Gibraltar	19	—	8	11	—	19	1	9	9	—	19	—	8	11	—
Point Levis, Quebec	37	—	—	37	—	37	—	—	37	—	37	—	—	37	—

PP. IV.
No. 2.

APPENDIX IV.—No. 2.

TABLE marking Degrees of Progress as shown by Examination Books in Adult Schools, from Superintending Schoolmasters' and Assistant Inspectors' Reports, 1869.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
1st Life Guards	14	1	9	4	—	14	1	9	4	—	14	1	9	4	—
2nd "	25	1	21	2	1	25	1	22	2	—	25	1	22	2	—
Royal Horse Guards	22	2	13	7	—	22	1	18	3	—	22	5	12	5	—
1st Dragoon Guards	41	5	17	18	1	41	2	24	15	—	41	8	14	16	3
4th "	27	—	5	22	—	24	—	7	17	—	24	—	6	18	—
5th "	98	5	45	42	6	98	11	64	20	3	98	11	55	24	8
6th "	57	10	43	4	—	57	12	43	2	—	57	8	46	3	—
7th "	26	—	11	15	—	26	—	16	8	2	26	—	18	4	4
1st Dragoons	21	2	19	—	—	21	1	20	—	—	21	1	19	1	—
2nd "	37	3	28	6	—	37	4	31	2	—	37	1	27	9	—
5th Lancers	31	2	21	8	—	31	—	22	9	—	31	—	12	14	5
6th Dragoons	27	—	20	7	—	27	—	25	2	—	27	4	18	5	—
8th Hussars	39	9	25	5	—	39	7	32	—	—	39	15	17	6	1
9th Lancers	16	—	10	6	—	16	—	10	6	—	16	1	11	4	—
11th Hussars	36	4	24	8	—	36	4	25	7	—	36	1	25	10	—
12th Lancers	35	6	24	4	1	35	6	27	2	—	35	6	24	4	1
13th Hussars	95	12	63	20	—	95	13	68	14	—	95	19	66	10	—
14th "	24	—	21	3	—	24	—	20	4	—	24	—	20	4	—
17th Lancers	30	—	21	9	—	30	1	19	9	1	30	4	19	7	—
18th Hussars	54	4	25	21	4	54	—	29	23	2	54	7	20	18	9
19th "	44	4	29	11	—	44	5	30	9	—	44	1	27	16	—
Cavalry Depôt	64	7	20	35	2	134	10	93	31	—	134	15	82	35	2
Military Train—															
Aldershot	121	4	92	23	2	121	5	109	6	1	121	7	101	13	—
Grenadier Guards—															
1st Battalion	114	6	66	35	7	168	2	111	43	2	135	3	76	41	15
2nd "	75	—	39	32	4	120	—	80	36	4	110	2	65	33	10
3rd "	68	—	40	28	—	68	—	50	18	—	61	—	37	22	2
Coldstream Guards—															
1st Battalion	100	8	80	12	—	100	6	75	17	2	100	3	50	44	3
2nd "	100	—	64	32	4	100	3	76	21	—	100	—	59	38	3
Scots Fusilier Guards—															
1st Battalion	100	—	50	50	—	100	2	52	46	—	100	2	60	37	1
2nd "	100	4	70	24	2	100	4	74	19	3	100	2	66	27	5
2nd Foot, 2nd Batt.	73	5	39	26	3	95	8	67	19	1	94	7	48	37	2
3rd " 2nd "	80	1	60	19	—	80	1	72	7	—	80	—	34	32	14
4th " 1st "	20	—	16	4	—	20	—	17	3	—	20	1	14	5	—
4th " 2nd "	32	—	6	26	—	32	—	8	24	—	32	1	4	27	—
5th " 2nd "	166	16	76	68	6	166	10	137	18	1	166	25	84	53	4
6th " 2nd "	66	1	28	35	2	98	2	65	28	3	98	4	59	34	1
7th " 2nd "	78	1	33	43	1	78	2	63	13	—	78	3	51	20	4
10th " 2nd "	152	1	33	114	4	152	2	42	104	4	152	4	18	125	10
11th " 1st "	99	1	48	50	—	99	2	44	52	1	99	4	43	51	1
12th " 1st "	91	4	62	25	—	91	4	76	11	—	91	2	64	23	2
13th " 1st "	61	1	21	36	3	61	2	28	29	3	61	3	44	14	1
13th " 2nd "	56	3	19	27	7	56	—	48	8	—	56	—	20	36	—
14th " 1st "	119	2	98	19	—	119	1	89	29	—	119	4	75	39	1

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
15th Foot, 2nd Batt.	81	4	46	28	3	85	4	48	31	2	86	2	65	19	—
17th „ 1st „	61	9	40	12	—	63	3	50	9	1	59	6	41	9	3
18th „ 1st „	78	11	38	24	3	78	8	58	12	—	78	13	48	16	1
20th „ 1st „	63	—	28	35	—	76	1	45	29	1	72	—	48	23	1
22nd „ 1st „	27	—	11	12	4	27	—	13	14	—	27	—	7	12	5
23rd „ 2nd „	212	2	68	141	-1	212	2	131	79	—	212	4	91	111	6
24th „ 1st „	42	15	17	10	—	42	15	20	7	—	42	10	26	6	—
24th „ 2nd „	76	2	25	49	—	76	2	23	48	3	76	11	39	23	3
27th Foot	87	6	49	32	—	107	7	62	38	—	104	—	66	38	—
28th „	33	2	15	16	—	36	1	13	22	—	36	2	23	11	—
29th „	64	7	20	35	2	134	10	93	31	—	134	15	82	35	2
30th „	33	1	16	14	2	33	2	17	14	—	33	—	23	9	1
31st „	92	7	53	32	—	92	7	53	32	—	92	8	60	24	—
32nd „	43	8	20	11	4	43	5	24	11	3	43	10	21	9	3
33rd „	78	5	28	41	4	80	5	48	27	—	80	13	49	15	3
34th „	126	3	72	50	1	126	3	97	26	—	126	1	92	31	2
35th „	99	4	65	29	1	99	3	69	27	—	99	4	68	22	5
37th „	53	3	40	10	—	53	3	37	13	—	53	2	26	25	—
42nd „	99	2	60	37	—	99	2	90	7	—	99	8	74	17	—
43rd „	18	—	9	10	9	28	—	18	9	-1	27	—	8	11	8
45th „	95	4	45	43	3	95	1	56	37	1	95	12	49	31	3
48th „	116	8	89	18	1	116	8	86	21	1	116	9	89	18	—
52nd „	33	3	19	11	—	33	—	23	10	—	33	3	18	10	2
53rd „	76	1	46	29	—	76	1	48	27	—	76	—	45	31	—
54th „	19	3	4	12	—	19	3	7	9	—	19	4	7	8	—
55th „	5	—	4	1	—	5	—	3	2	—	5	—	1	4	—
56th „	105	—	75	19	11	127	—	100	25	2	127	4	101	19	3
57th „	157	5	88	63	3	157	2	104	51	—	157	4	112	39	2
60th Rifles, 1st Batt.	161	23	64	74	—	161	21	65	75	—	161	24	74	63	—
„ 2nd „	79	1	33	44	1	79	—	38	48	—	79	2	27	49	1
„ 3rd „	78	6	50	18	4	78	9	50	15	4	78	17	42	16	3
„ 4th „	31	—	14	13	4	31	—	25	6	—	31	—	12	13	6
62nd Foot	57	2	28	25	2	57	3	31	21	2	57	4	18	32	3
63rd „	35	1	12	21	1	35	—	13	21	1	35	—	16	19	—
64th „	112	24	63	25	—	112	15	65	32	—	112	19	78	15	—
65th „	73	4	53	16	—	73	4	57	12	—	73	7	53	13	—
66th „	77	18	32	24	3	77	15	48	12	2	77	16	47	14	—
67th „	81	3	32	37	9	81	1	64	16	—	81	—	43	24	14
68th „	42	2	26	13	1	42	—	31	11	—	42	1	25	14	2
69th „	92	5	51	36	—	92	5	53	34	—	92	9	52	31	—
70th „	30	—	22	7	1	30	1	22	5	2	30	1	23	6	—
71st „	113	—	36	77	—	124	2	35	85	2	124	4	62	54	4
72nd „	35	2	23	9	1	35	2	26	6	1	35	4	23	6	2
74th „	47	3	31	13	—	53	3	38	12	—	53	17	30	6	—
78th „	198	30	59	109	—	198	30	63	105	—	198	24	71	103	—
79th „	8	5	2	1	—	8	6	1	1	—	8	4	2	2	—
81st „	89	2	68	19	—	89	1	71	17	—	89	5	51	33	—
83rd „	22	—	7	13	2	22	—	8	13	1	22	1	14	7	—
87th „	75	14	40	20	1	75	14	40	30	1	75	15	42	18	—
89th „	115	3	79	31	2	115	3	81	30	1	115	1	78	35	1
91st „	21	—	9	12	—	21	—	18	3	—	21	—	11	10	—
97th „	85	2	54	29	—	113	2	57	54	—	111	1	83	25	2
99th „	52	1	31	19	1	52	1	35	16	—	52	1	20	25	6
100th „	39	—	4	35	—	39	—	5	34	—	39	—	2	35	2
101st „	28	4	19	5	—	35	2	29	4	—	33	2	24	7	—
102nd „	40	4	22	14	—	40	3	15	20	2	40	2	24	14	—
Rifle Brigade—															
1st Batt.	116	5	45	66	—	116	5	46	65	—	116	3	46	67	—
2nd „	103	1	35	64	3	119	1	48	70	—	114	1	59	51	3
4th „	63	2	24	33	4	63	—	44	17	2	63	4	40	15	4
Royal Canadian Rifle Regiment	39	3	28	8	—	39	1	30	8	—	39	3	32	4	—
3rd Depôt Battalion	84	—	16	67	1	87	—	29	56	2	89	—	34	53	2
4th „ „	79	16	33	30	—	93	10	65	18	—	91	18	52	10	2
5th „ „	93	7	56	29	1	102	3	74	25	—	101	8	55	37	1

IV.
2.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
Commissariat Staff Corps—															
Aldershot	102	3	54	43	2	102	3	64	33	2	102	7	58	33	4
Royal Malta Fencible Artillery	31	—	3	28	—	31	—	3	28	—	19	—	10	9	—
Royal Horse Artillery—															
A Brigade	65	2	33	30	—	65	2	50	13	—	65	1	32	32	—
B „	42	2	31	5	4	42	3	30	5	4	42	3	24	11	4
D „	63	2	46	14	1	63	3	45	14	1	63	—	53	9	1
Royal Artillery—															
3rd Brigade	123	4	19	87	13	123	3	29	83	8	123	2	24	96	1
5th „	73	3	54	14	2	73	—	65	7	1	73	4	64	3	2
8th „	16	—	16	—	—	16	—	11	5	—	16	—	15	1	—
10th „	44	6	37	1	—	44	6	36	2	—	44	8	35	1	—
11th „	58	1	37	20	—	58	—	42	15	1	58	2	31	22	3
13th „	74	2	32	40	—	96	4	56	36	—	93	2	55	35	1
15th „	78	12	37	29	—	78	10	44	24	—	78	11	57	10	—
16th „	40	2	17	21	—	40	—	23	17	—	40	—	8	32	—
17th „	82	5	44	33	—	97	9	55	33	—	96	11	72	13	—
21st „	29	—	10	19	—	37	—	21	16	—	35	—	14	21	—
Detached Batteries—															
Aldershot	211	11	81	111	8	211	4	149	58	—	211	19	119	59	14
Allahabad	14	—	10	4	—	14	—	10	4	—	14	—	3	11	—
Bareilly	13	—	12	1	—	13	—	9	4	—	13	—	8	5	—
Benares	21	—	13	8	—	21	—	11	10	—	21	—	9	12	—
Bellary	19	—	12	7	—	19	—	8	11	—	19	—	4	12	3
Devonport	37	—	18	19	—	43	—	22	16	5	43	1	30	10	2
Dinapore	16	1	6	9	—	16	1	6	9	—	16	1	3	12	—
Dublin	38	6	22	10	—	40	4	18	18	—	40	19	18	3	—
Hochelaga	13	—	1	12	—	13	—	2	11	—	13	—	1	12	—
Leith Fort	44	—	11	33	—	44	—	7	37	—	44	—	11	33	—
London, C. W.	15	—	12	3	—	15	—	11	4	—	15	—	12	3	—
Seetapore	18	1	11	6	—	18	1	11	6	—	18	—	10	8	—
Toronto	37	4	27	6	—	42	6	24	12	—	42	13	22	7	—
Royal Engineers—															
Aldershot	36	1	19	15	1	36	1	22	13	—	36	1	29	6	—
Chatham	50	1	15	34	—	47	4	30	13	—	50	5	27	18	—
Gibraltar	24	1	11	11	1	24	—	14	10	—	24	—	16	7	1
Quebec	49	—	7	42	—	49	—	3	46	—	49	—	11	38	—

APPENDIX V.—No. 1.

APP. V. No. 1.

RETURN of CERTIFICATES of EDUCATION in possession of CORPS, 31st December 1869.

Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
1st Life Guards	London	—	33	32	65
2nd „	London	1	6	42	49
1st Dragoon Guards	Cahir	1	1	3	5
2nd „	Chichester	—	13	16	29
3rd „	Colchester	—	1	—	1
4th „	Manchester	—	25	32	57
5th „	Leeds	2	7	49	58
6th „	Newbridge	101	113	99	313
7th „	Aldershot	—	5	16	21
1st Dragoons	Ballincollig	—	11	32	43
2nd „	Dublin	8	40	29	77
3rd Hussars	Bombay	3	21	29	53
5th Lancers	Bengal	—	48	2	50
6th Dragoons	Aldershot	1	—	9	10
7th Hussars	Bengal	19	17	5	41
8th „	Dundalk	2	1	19	22
10th „	Brighton	—	—	9	9
12th Lancers	Dublin	10	24	37	71
13th Hussars	York	—	3	15	18
14th „	Longford	—	11	8	19
15th „	Bombay	—	—	5	5
16th Lancers	Madras	15	3	1	19
17th „	Edinburgh	—	—	3	3
18th Hussars	Madras	5	25	35	65
19th „	Bengal	—	—	9	9
20th „	Bengal	4	7	41	52
Military Train	Aldershot	—	19	43	62
1st Batt. Gren. Guards	Dublin	2	24	64	90
2nd „ „	London	—	1	—	1
3rd „ „	Windsor	15	21	55	91
1st Batt. Coldst. Grds.	London	—	—	3	3
2nd „ „	London	6	42	18	66
1st „ S. F. Guards	London	—	2	9	11
2nd „ „	London	—	10	9	19
1st Batt. 1st Foot	Madras	27	27	79	133
2nd „ „	Bombay	5	23	9	37
2nd „ 2nd „	Gosport	—	1	4	5

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Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
1st Batt. 3rd Foot -	Bengal - - -	—	18	13	31
2nd „ 3rd „ -	Aldershot - -	4	74	68	146
1st „ 4th „ -	Dover - - -	6	50	71	127
2nd „ 4th „ -	Chester - - -	3	40	8	51
1st „ 5th „ -	Bengal - - -	1	6	8	15
2nd „ 5th „ -	Glasgow - - -	19	20	117	156
2nd „ 6th „ -	Monmouth - -	—	4	61	65
2nd „ 7th „ -	Aldershot - -	2	7	20	29
1st „ 9th „ -	Cape - - -	18	6	3	27
1st „ 10th „ -	Japan - - -	2	15	8	25
2nd „ 10th „ -	Madras - - -	10	24	58	92
2nd „ 11th „ -	Cape - - -	16	74	79	169
1st „ 12th „ -	Carlisle - - -	1	2	9	12
2nd „ 12th „ -	Bengal - - -	1	24	47	72
1st „ 13th „ -	Gibraltar - -	2	17	33	52
2nd „ 13th „ -	Aldershot - -	2	8	33	43
2nd „ 15th „ -	Dublin - - -	19	32	24	75
1st „ 16th „ -	Nova Scotia - -	3	62	83	148
2nd „ 16th „ -	Curragh - - -	8	35	53	96
1st „ 17th „ -	Dublin - - -	5	27	34	66
2nd „ 17th „ -	Jersey - - -	3	31	56	90
2nd „ 18th „ -	Bury - - -	5	52	100	157
1st „ 20th „ -	Kilkenny - - -	—	11	33	44
2nd „ 20th „ -	Cape - - -	15	68	74	157
2nd „ 21st „ -	Burmah - - -	3	57	73	133
1st „ 22nd „ -	Cork - - -	2	54	65	121
2nd „ 22nd „ -	Sheffield - - -	3	27	68	98
1st „ 23rd „ -	Devonport - -	3	1	6	10
2nd „ 23rd „ -	Aldershot - -	—	1	14	15
1st „ 24th „ -	Malta - - -	4	46	40	90
2nd „ 24th „ -	Madras - - -	8	12	32	52
1st „ 25th „ -	Portsmouth - -	2	3	5	10
27th Foot - -	Chatham - -	16	26	28	70
28th „ - -	Gibraltar - -	8	26	52	86
29th „ - -	Jamaica - - -	2	10	31	43
30th „ - -	Waterford - -	3	7	11	21
31st „ - -	Malta - - -	3	33	10	46
32nd „ - -	Cape - - -	6	10	—	16
33rd „ - -	Portsmouth - -	9	44	57	110
34th „ - -	Shorncliffe - -	—	7	54	61
35th „ - -	Bradford - -	3	9	16	28
38th „ - -	Bengal - - -	1	10	84	95
39th „ - -	Bombay - - -	19	15	20	54
40th „ - -	Mullingar - -	1	8	25	34
41st „ - -	Bengal - - -	1	4	7	12
42nd „ - -	Aldershot - -	2	4	29	35
43rd „ - -	Dublin - - -	2	4	12	18
44th „ - -	Enniskillen - -	2	24	19	45
45th „ - -	Madras - - -	9	18	27	54
47th „ - -	Dublin - - -	16	39	36	91
48th „ - -	Malta - - -	11	36	47	94

Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
49th Foot	Bombay	7	13	5	25
50th „	Bristol	6	4	11	21
51st „	Portland	2	1	20	23
52nd „	Malta	7	32	91	130
54th „	Athlone	2	22	19	43
55th „	Bengal	2	18	5	25
56th „	Dublin	—	4	27	31
57th „	Devonport	2	5	28	35
59th „	Bombay	6	29	80	115
3rd Batt. 60th Rifles	Madras	18	9	18	45
4th „ 60th „	Aldershot	4	14	17	35
62nd Foot	Bengal	1	9	44	54
63rd „	Kinsale	—	16	26	42
64th „	Malta	7	28	22	57
65th „	Fermoy	1	8	8	17
68th „	Cork	—	2	4	6
69th „	Quebec	—	3	15	18
71st „	Gibraltar	6	36	48	90
72nd „	Buttevant	13	60	50	123
73rd „	Ceylon	—	—	17	17
74th „	Gibraltar	5	37	25	67
75th „	Hong Kong	—	24	15	39
76th „	Burmah	26	8	7	41
77th „	Bengal	5	28	69	102
78th „	Nova Scotia	8	30	36	74
79th „	Bengal	3	5	2	10
80th „	Birr	—	13	25	38
81st „	Templemore	1	19	20	40
83rd „	Gibraltar	5	9	14	28
85th „	Bengal	1	3	3	7
86th „	Mauritius	2	11	5	18
87th „	Malta	12	37	31	80
88th „	Bengal	2	1	—	3
89th „	Fermoy	1	26	44	71
90th „	Edinburgh	—	12	32	44
91st „	Dover	—	18	12	30
93rd „	Bengal	1	8	4	13
94th „	Woolwich	—	8	8	16
95th „	Bombay	2	28	70	100
97th „	Dover	—	10	37	47
98th „	Newcastle-on-Tyne	—	5	59	64
99th „	Gosport	3	9	3	15
100th „	Manchester	—	2	14	16
103rd „	Bengal	4	68	38	110
104th „	Bengal	3	—	1	4
105th „	Bengal	1	3	61	65
106th „	Bengal	6	25	61	92
1st Batt. Rifle Brigade	Montreal	—	27	17	44
2nd „ „	Aldershot	1	5	9	15
4th „ „	Aldershot	1	4	1	6
Ceylon Rifles	Ceylon	—	96	131	227

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Regiment.	Station.	Number of Certificates in possession of Non-commissioned Officers and Men.			
		1st Class.	2nd Class.	3rd Class.	Total.
Cape Rifles - -	Cape - - -	—	12	25	37
1st Depôt Battalion -	Chatham - - -	5	11	64	80
2nd „ „ -	Chatham - - -	10	27	37	74
5th „ „ -	Parkhurst - -	—	2	2	4
6th „ „ -	Shorncliffe - -	4	29	73	106
7th „ „ -	Winchester - -	4	7	13	24
8th „ „ -	Colchester - -	—	2	—	2
9th „ „ -	Preston - - -	9	17	30	56
10th „ „ -	Shorncliffe - -	1	11	39	51
11th „ „ -	Aberdeen - -	10	9	23	42
Military Store Staff Corps.	Woolwich - -	2	20	24	46
Convalescent Depôt -	Wellington, Madras	6	13	36	55
A. Brigade R. H. Arty	Bengal - - -	—	7	11	18
B. „ „ -	Woolwich - -	1	12	33	46
C. „ „ -	Aldershot - -	1	8	17	26
E. „ „ -	Bombay - -	—	12	15	27
F. „ „ -	Bengal - - -	—	21	30	51
1st Brigade R. Artillery	Nova Scotia - -	17	—	—	17
3rd „ „ -	Quebec - - -	21	56	81	158
4th „ „ -	Dublin - - -	6	32	24	62
6th „ „ -	Bombay - - -	8	17	7	32
7th „ „ -	Woolwich - -	10	52	39	101
8th „ „ -	Bengal - - -	12	19	15	46
9th „ „ -	Bombay - -	4	64	77	145
10th „ „ -	Malta - - -	7	85	54	146
11th „ „ -	Woolwich - -	2	28	29	59
12th „ „ -	Portsmouth - -	—	—	7	7
13th „ „ -	Plymouth - -	2	54	112	168
15th „ „ -	Gibraltar - -	14	22	32	68
16th „ „ -	Bengal - - -	1	11	12	24
17th „ „ -	Dover - - -	2	26	48	76
20th „ „ -	Madras - - -	7	20	40	67
21st „ „ -	Gosport - - -	4	11	7	22
23rd „ „ -	Madras - - -	6	25	51	82
25th „ „ -	Bengal - - -	1	3	4	8
Depôt „ „ -	Woolwich - -	8	61	68	137
Coast „ „ -	Sheerness - -	3	4	3	10
Royal Engineers -	Aldershot - -	—	14	27	41

APPENDIX V.—No. 2.

APP. V. No. 2.

SIR, Gibraltar, 28th August, 1869.

WITH reference to your letter of the 12th instant, I have the honour to transmit, for the information of the Council of Education, letters from the commanding officers of the several corps serving on this station, giving their views on the subject of school certificates; and I venture to avail myself of this opportunity of offering a few observations on the same question.

Progress made lately in the regimental schools.

1. Since my annual report of the 8th February last there has been considerable progress made and more interest shown generally towards carrying out a better system of examination of the qualifications of non-commissioned officers for promotion in this garrison, and, by means of the establishment of a special class, towards obtaining men better fitted to fill vacancies.

The 15th brigade Royal Artillery has lately established a system of school certificates for promotion.

The 28th Regiment has now a special class, and the possession of army school certificates for promotion is rendered compulsory.

The 71st Regiment has also established a special class, and obliges non-commissioned officers to hold certificates differing little from the army school certificates.

The 74th Regiment likewise has adopted the special class system, and it is the intention to render the possession of school certificates obligatory in cases of future promotion.

The remaining two regiments—1st battalion 13th and 83rd—had already special classes, and carried out a system of school certificates for promotion.

Special class system adopted by all commanding officers.

2. It will thus be seen that the commanding officers of all the corps now here are agreed upon the advantages of the special class system, and have carried it out. The full advantages can, however, only be reaped after it has been in operation for some years, and when the men brought forward by means of it obtain the higher grades of non-commissioned officers. It seems to me therefore of importance that the system should be made compulsory.

School certificates adopted by all commanding officers.

3. The commanding officers have also, all of them, adopted school certificates as a test for promotion, though differing in some degree in their standards and as to their modes of carrying out the examinations.

Examinations for school certificates.

4. It is mainly, I consider, in respect of the examinations that their system is defective. These are too much in the hands of the regimental schoolmasters. It is little use a commanding officer adopting the same standards as the Council in their certificates, or some near approach to it, if he cannot ensure that the examinations are carried out under as stringent rules as those made under the assistant-inspector of schools. Were the same "type of examination" rigidly followed as is directed to be used by the assistant-inspector for army school certificates, then, no doubt, they would be more satisfactory; but this is not likely to be the case without proper supervision. In some regiments, doubtless, the questions given are easier than in others; and, again, the number of errors to disqualify probably varies in different corps, or even in the same on different occasions.

By the instructions issued, dated 1st October 1864, paragraph 15, the Council—no doubt for good reasons—does not permit even the superintending schoolmaster to set the questions or to determine upon the merits of the candidate's papers; much less should the regimental schoolmaster virtually do so.

Special class will enable non-commissioned

5. I think it may be taken as granted that in regiments where the special class system has been in force for a year or upwards there will be no difficulty in securing a sufficient supply of eligible men for the

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No. 2.

position of corporal, who will be quite competent to take up third-class certificates; and that these men again, when the time arrives for their promotion to sergeant, will be able to obtain second-class certificates.

officers to obtain required certificates.

6. Taking the infantry as it is now composed, I consider that the second and third class army school certificates are well adapted for the purposes of promotion, and I do not see any present necessity for altering these standards.

Second and third class certificates well adapted for sergeants and corporals.

A third-class certificate is, in my opinion, as much as the soldier should at present be expected to obtain to render him eligible for the rank of corporal; and, similarly, a second-class certificate answers the purpose for promotion to sergeant.

First-class certificates should be optional.

7. With regard to first-class certificates, I should be inclined to leave the possession of them optional, merely urging commanding officers to point out that the possessors of them would be looked upon with additional favour, and stand a better prospect of any preferment offering,

Certificates, if compulsory, would raise class of non-commissioned officers.

8. I certainly believe that were the possession of certificates for non-commissioned officers rendered compulsory, the class of non-commissioned officers would in a few years be greatly raised, and would as a consequence be more respected and looked up to by the men. More pains would be taken in the selection and training of young soldiers, specially with the object of fitting them for the rank of non-commissioned officers.

Exceptions when certificates could not be compulsory.

9. In time of war, and under certain other circumstances and situations, a regiment may not be able to organize a special class. When this is the case it would of course be difficult and perhaps not feasible to obtain men for promotion in possession of certificates. Then, again, now and then a corporal may specially distinguish himself, or prove his capacity in other ways, so that, although not in possession of the required certificate, his commanding officer may be desirous of rewarding him by promotion.

These cases, however, would be exceptional, and each could, in order to afford some check to abuse, be specially reported to higher authority.

Recommendations.

10. To sum up, I venture to recommend for the consideration of the Council:—

First.—That paragraph 454 of the Queen's Regulations should be altered, as suggested in my annual report of February last, so as to render the formation of a special class compulsory, so many men per company attending according to the circumstances in which the regiment may be placed, and at the discretion of the general officer commanding the district or station; commanding officers not to discontinue or reduce the number attending, except under particular circumstances which should be reported to the general officer.

Second,—That except when a regiment is engaged on active service, or under certain other exceptional situations which should be specially reported to higher authority, the possession of army school certificates be rendered compulsory; third class for corporals, and second class for sergeants; first class optional. Exception to be made in the case of any soldier who may have specially distinguished himself or proved his capacity in other ways, and who his commanding officer may be desirous of promoting although not in possession of a certificate; such cases, however, to be specially reported to higher authority.

Third.—That when the examinations carried out under the assistant-inspector, or superintending schoolmaster are found to furnish an insufficient number of men for promotion, boards of examinations should be assembled consisting of a field officer and two captains; such examinations to be carried out in a similar manner to those made by the assistant-inspector, under the Council's instructions contained in the "type of examination" paper furnished to that officer.

I have, &c.

W. Bellairs,
Lieut.-Colonel, A.A.G.,
Local Inspector Army Schools.

The Secretary,
Council of Military Education.

APPENDIX VI.—No. 1.

APP. VI. No. 1.

TABLE showing the NUMBER of CHILDREN in REGIMENTAL SCHOOLS receiving INSTRUCTION from the SCHOOLMASTER and SCHOOLMISTRESS, and of those attending the INDUSTRIAL SCHOOLS for the Year 1868.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
1st Life Guards	Windsor	13	22	27	31	93	58
2nd "	London	42	22	22	16	102	47
Royal Horse Guards	London	13	17	26	25	81	39
1st Dragoon Guards	Aldershot and Sheffield	12	11	16	18	57	29
2nd "	Mhow	6	7	14	14	41	34
3rd "	Ahmednuggur & Winchester	12	9	12	7	40	12
4th "	Aldershot and Brighton	15	14	19	22	70	43
5th "	Aldershot	23	18	20	34	95	57
6th "	Dublin and Longford	14	3	28	24	69	38
7th "	Colchester	9	7	16	14	46	23
1st Dragoons	Longford and Dublin	8	7	22	26	63	29
2nd "	Dundalk and Cahir	16	7	33	21	77	51
3rd Hussars	Hounslow and Chichester	20	12	23	30	85	46
4th "	Meerut	6	2	11	10	29	23
5th Lancers	Lucknow	12	4	14	18	48	35
6th Dragoons	Manchester	9	8	13	6	36	26
7th Hussars	Sealkote	5	4	3	7	19	13
8th "	Edinburgh	9	7	11	21	48	30
9th Lancers	Cahir and Newbridge	11	14	21	23	69	57
10th Hussars	Aldershot	23	16	23	40	102	89
11th "	Muttra	5	3	11	13	32	27
12th Lancers	Dublin and Dundalk	5	6	14	7	32	21
13th Hussars	Toronto	4	3	17	11	35	20
14th "	Newbridge and Dublin	17	10	42	32	101	75
15th "	York	18	18	24	22	82	55
16th Lancers	Bangalore	14	12	14	14	54	24
17th "	Brighton and Hounslow	12	9	18	16	55	29
18th Hussars	Secunderabad	25	10	15	7	57	28
19th "	Benares	13	4	11	6	34	7
20th "	Campbellpore	8	7	10	8	33	15
21st "	Umballa	2	1	4	7	14	11
Military Train	Aldershot	29	27	29	30	115	63
"	Woolwich	9	8	29	19	65	38
Cavalry Depôt	Canterbury	48	42	70	72	232	128
		487	371	682	671	2,211	1,300
1st Bat. Gren. Guards	London	17	7	10	9	43	24
2nd " "	London	26	17	18	28	89	40
3rd " "	Dublin	15	9	12	12	48	17
1st Bat. Cold. Guards	Windsor and London	12	13	14	16	54	35
2nd " "	London and Windsor	14	11	8	18	51	25
1st Bat. S. F. Guards	London	33	23	15	18	89	43
2nd " "	London	11	9	9	16	45	17
	Vict. Lodg. House	—	—	21	33	54	38
		128	88	107	150	473	239

APP. VI.
No. 1.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
1st Bat. 1st Foot	Cannanore	12	12	9	15	48	25
2/1st „	Nusseerabad	7	4	14	16	41	33
1/2nd Foot	Aden	19	11	17	12	59	10
2/2nd „	Athlone and Aldershot	8	7	18	16	49	40
1/3rd „	Meerut	11	6	11	20	48	24
2/3rd „	Bristol	11	18	27	21	77	39
1/4th „	Dover	15	7	20	10	52	30
2/4th „	Dublin	7	10	12	12	41	34
1/5th „	Ferozepore	10	7	18	10	45	34
2/5th „	Dover and Aldershot	23	18	23	22	86	47
1/6th „	Rawul Pindee	5	8	13	15	41	35
2/6th „	Aldershot	14	15	16	19	64	33
1/7th „	Saugor	15	4	5	14	38	23
2/7th „	Bury (Lancashire)	5	3	20	19	47	18
1/8th „	Malta and Poona	11	4	12	25	52	35
2/8th „	Aldershot	25	12	21	22	80	41
1/9th „	King William's Town	29	21	29	30	109	80
2/9th „	Japan and Dublin	6	4	11	19	40	23
1/10th „	Japan	11	5	16	32	64	44
2/10th „	Secunderabad	19	15	34	48	116	97
1/11th „	Fyzabad	17	29	22	22	90	73
2/11th „	Cape of Good Hope	7	8	11	18	44	37
1/12th „	Devonport	16	15	25	16	72	54
2/12th „	Jubbulpore	15	11	13	23	62	38
1/13th „	Gibraltar	7	4	16	12	39	23
2/13th „	Portland and Gosport	11	12	11	16	50	24
1/14th „	Malta	7	4	22	13	46	23
2/14th „	Melbourne	35	20	8	10	73	48
1/15th „	Bermuda	32	17	28	20	97	58
2/15th „	Gibraltar and Cork	22	16	18	11	67	43
1/16th „	Montreal and Halifax	15	12	19	20	66	36
2/16th „	Barbadoes	35	30	18	22	105	56
1/17th „	Curragh and Newry	15	26	38	35	114	83
2/17th „	Dublin and Mullingar	14	18	26	20	78	68
1/18th „	Edinburgh and Curragh	14	21	13	11	59	26
2/18th „	New Zealand	29	28	18	11	86	52
1/19th „	Rawul Pindee	6	6	11	17	40	34
2/19th „	Bangalore	13	14	15	19	61	48
1/20th „	Aldershot	9	9	8	19	45	30
2/20th „	Cape of Good Hope	18	17	18	12	65	38
1/21st „	Enniskillen and Curragh	24	15	16	17	72	41
2/21st „	Rangoon	23	11	12	30	76	41
1/22nd „	Fredericton	12	9	9	6	36	24
2/22nd „	Newcastle-on-Tyne	15	16	13	15	59	24
1/23rd „	Colaba	22	17	12	9	60	38
2/23rd „	Newport (Mon.)	14	12	27	16	69	24
1/24th „	Malta	10	7	10	13	40	29
2/24th „	Rangoon	21	3	8	6	38	10
1/25th „	Glasgow	17	18	34	25	94	39
2/25th „	Bengal	16	18	13	13	60	9
26th „	Dum Dum	6	9	29	31	75	68
27th „	Dover	11	11	11	15	48	32
28th „	Belfast and Gibraltar	10	7	18	7	42	31
29th „	Toronto	10	6	8	12	36	23
30th „	Quebec and Halifax	15	9	20	20	64	48
31st „	Malta	4	2	7	7	20	16
32nd „	Mauritius	7	4	16	23	50	43
33rd „	Portsmouth	21	11	17	16	65	27
34th „	Portsmouth and Aldershot	6	6	10	9	31	20
35th „	Portsmouth	7	11	9	10	37	29
36th „	Peshawur	9	3	5	6	23	9
37th „	Bareilly	11	7	15	15	48	37
38th „	Sealkote	10	13	24	27	74	64
39th „	Kinsale and Fermoy	20	19	27	23	98	48
40th „	Aldershot and Carlisle	15	18	16	17	66	32
41st „	Agra	10	2	27	26	65	54
42nd „	Stirling and Edinburgh	3	7	9	5	24	19
43rd „	Jersey	8	10	14	17	49	39
44th „	Kilkenny	17	10	9	17	53	24
45th „	Madras	17	29	20	25	91	70

APP. VI. No. 1.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
46th Foot	Poona and Parkhurst	8	11	11	9	39	20
47th "	Halifax, N.S.	11	4	12	21	48	37
48th "	Fermoy and Malta	11	9	9	15	44	21
49th "	Deesa	8	4	32	26	70	12
50th "	Sydney	18	20	9	9	56	25
51st "	Aldershot and Portland	16	16	15	13	60	38
52nd "	Limerick and Malta	14	9	10	11	44	24
53rd "	Quebec	9	6	21	20	56	31
54th "	Aldershot and Belfast	10	11	13	9	43	24
55th "	Lucknow	27	20	23	20	90	63
56th "	Waterford	8	7	8	5	28	15
57th "	Aldershot	8	8	31	25	72	45
58th "	Dargeeling	14	11	12	21	58	44
59th "	Ceylon	17	16	22	19	74	39
1st Bat. 60th Rifles	Montreal	5	4	13	23	45	31
2nd "	Calcutta	15	14	15	21	65	24
3rd "	Madras	19	23	22	25	89	45
4th "	St. John, N.B.	13	4	12	21	50	36
61st Foot	Bermuda	6	5	22	22	55	38
62nd "	Cork	33	30	37	43	143	65
63rd "	Curragh	24	16	30	28	98	53
64th "	Malta	21	10	17	22	76	42
65th "	Curragh and Dublin	10	4	24	16	54	38
66th "	Dublin	5	5	9	17	36	19
67th "	Curragh and Portsmouth	18	13	20	20	71	24
68th "	Manchester	13	12	30	23	78	55
69th "	Canada	5	10	12	24	51	35
70th "	Ashton and Kinsale	2	2	4	5	13	10
71st "	Dublin and Gibraltar	5	5	17	14	41	33
72nd "	Dublin and Limerick	10	6	8	8	32	21
73rd "	Hong Kong	5	5	6	4	20	13
74th "	Gibraltar	14	5	12	14	45	23
75th "	Gibraltar	11	3	23	30	67	40
76th "	Thayetmyo	14	8	27	23	72	57
77th "	Nowshera	3	4	—	6	13	11
78th "	Montreal	9	9	17	17	52	41
79th "	Roorkee	6	8	7	7	28	22
80th "	Aldershot and Fleetwood	8	6	14	12	40	21
81st "	Buttevant	17	12	6	7	42	19
82nd "	Kurrachee and Aden	10	7	4	11	32	20
83rd "	Gibraltar	13	7	15	16	51	53
84th "	Jamaica	8	4	6	9	27	18
85th "	Mean Meer	5	3	14	7	29	24
86th "	Mauritius	7	12	18	10	47	22
87th "	Malta	16	10	31	38	95	63
88th "	Peshawur	11	15	7	10	43	20
89th "	Athlone	13	13	16	10	52	24
90th "	Subathoo	12	11	4	7	34	18
91st "	Kamptee and Dover	8	7	4	4	23	7
92nd "	Jullunder	6	8	16	4	34	28
93rd "	Jhansie	21	11	13	13	58	24
94th "	Dover	12	7	12	9	40	24
95th "	Mhow	30	27	16	17	90	35
96th "	Poona	12	3	25	20	60	37
97th "	Aldershot	11	12	11	11	45	28
98th "	Aldershot	31	18	19	23	91	53
99th "	Cape Town	32	18	20	21	91	38
100th "	Montreal and Glasgow	13	4	12	9	38	24
101st "	Cawnpore	16	16	18	18	68	22
102nd "	Lucknow	38	33	33	16	120	68
103rd "	Morar	13	14	15	18	60	46
104th "	Dugshai	18	13	13	12	56	31
105th "	Dinapore	13	16	20	21	70	37
106th "	Umballa	19	11	6	21	57	31
107th "	Allahabad	7	19	15	19	60	45
108th "	Belgaum	20	13	31	22	86	35
109th "	Mooltan	27	18	17	12	74	38
1st Bat. Rifle Brigade	Ottawa	8	9	14	12	43	25
2nd " "	Devonport	13	19	20	29	81	69

App. VI.
No. 1.

Regiment.	Station.	Under Schoolmaster. Boys.	Under Schoolmaster. Girls.	Under Schoolmistress. Boys.	Under Schoolmistress. Girls.	Total.	Attending Industrial School.
3rd Bat. Rifle Brigade	Seetapore	17	8	17	10	52	12
4th „ „	Chester	6	3	17	10	36	21
		1,056	1,598	2,295	2,361	8,210	4,936
1st West India Regt.	Sierra Leone	4	3	5	6	18	14
2nd „ (Left Wing)	Cape Coast Castle	8	2	2	2	14	—
3rd „	Jamaica	9	5	12	12	38	—
4th „	Barbadoes	8	15	3	3	29	14
Ceylon Rifles	Ceylon	276	—	—	—	276	18
Cape Mounted Rifles	Cape of Good Hope	19	4	7	12	42	19
Canadian Rifles	Canada	160	139	158	66	623	360
Malta Fencibles	Malta	6	—	—	—	6	—
		490	168	187	201	1,046	425
1st Depôt Battalion	Chatham	26	14	27	37	104	65
2nd „	Chatham	18	18	20	28	84	52
3rd „	Chatham	26	14	29	25	94	50
4th „	Colchester	45	27	27	28	127	77
5th „	Parkhurst	33	29	39	21	122	61
6th „	Walmer	17	9	33	33	92	53
7th „	Winchester	35	20	32	35	122	52
8th „	Colchester	18	18	24	36	96	65
9th „	Preston	12	18	35	55	120	100
10th „	Shorncliffe	27	34	40	31	132	78
11th „	Gosport	26	9	47	41	123	80
12th „	Shorncliffe	15	15	26	29	85	50
13th „	Pembroke	30	22	31	36	119	71
14th „	Sheffield	24	18	31	33	106	64
15th „	Aberdeen	25	27	47	69	168	143
		377	292	488	537	1,694	1,061
Commissariat Staff	Aldershot	31	18	20	23	92	48
Garrison	Bathurst	1	2	—	—	3	—
Musketry Depôt	Gravesend	—	—	13	16	29	13
School of Musketry	Hythe	10	9	13	14	46	—
Depôt	Kussowlie	10	15	14	15	54	44
Depôts	Landguard Fort	7	2	2	5	16	—
Royal Victoria Hos.	Netley	32	29	27	23	102	56
Depôt	Palaveram	98	68	43	47	256	68
„	Poonamallee	18	25	14	16	73	38
R. M., Col.	Sandhurst	31	35	25	23	114	71
Depôt	Wellington	17	10	11	17	55	26
		255	204	182	199	840	364
Royal Horse Artillery.							
A. Brigade	Meerut	11	6	17	19	53	24
B. „	Woolwich	104	88	38	54	284	151
C. „	Aldershot	27	25	45	47	144	91
D. „	Bangalore	32	12	27	24	95	35
E. „	Kirkee	14	17	15	15	61	32
F. „	Umballa	6	4	9	5	24	18
Depôt	Maidstone	15	20	14	16	65	33
Royal Artillery.							
1st Brigade	Halifax, N.S.	17	22	23	16	78	60
2nd „	Mauritius	1	3	1	2	7	6
3rd „	Montreal	29	27	43	34	133	103
4th „	Toronto	25	22	23	31	101	70
5th „	Madras	60	45	29	37	171	117
6th „	Portsmouth	48	32	50	55	185	77

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
7th Brigade	Plymouth and Woolwich	31	20	46	45	142	93
8th „	Lucknow	14	10	20	25	69	46
9th „	Dublin	20	22	39	38	119	52
10th „	Malta	37	26	37	35	135	51
11th „	Woolwich	25	14	11	18	68	38
12th „	Gosport	54	42	45	45	186	64
13th „	Dover and Plymouth	26	16	47	37	126	68
14th „	Ahmedabad	11	13	17	15	56	37
15th „	Gibraltar	28	23	41	48	140	95
16th „	Barrackpore	11	7	13	13	44	29
17th „	Woolwich and Dover	26	26	26	30	108	74
18th „	Kurrachee	34	27	18	12	91	40
19th „	Peshawur	8	7	11	14	40	20
20th „	Kamptee	31	22	16	19	88	—
21st „	Mhow	16	8	7	6	37	21
22nd „	Morar	16	19	13	21	69	47
23rd „	Secunderabad	12	14	15	23	64	36
24th „	Mean Meer	4	9	12	12	37	33
25th „	Allahabad	7	5	12	11	35	7
Detached Batteries of Brigades serving in	United Kingdom	165	129	168	199	661	275
	Colonies	52	39	32	35	158	53
	India	23	24	27	28	102	30
1st Division	Sheerness	43	25	27	27	122	63
2nd „	Woolwich	125	92	56	56	329	147
3rd „	Warley	31	29	34	25	119	69
School of Gunnery	Shoeburyness	42	40	52	55	189	125
Children's Schools	Woolwich Common	—	—	73	81	154	103
	„ Camb. Cottages	—	—	61	75	136	70
		1,281	1,031	1,310	1,403	5,025	2,603
Royal Engineers.							
	Aldershot	28	15	30	30	103	51
	Chatham	43	18	44	74	179	135
	Gibraltar	11	11	15	20	57	46
	Malta	20	4	7	4	35	11
	Quebec	1	3	13	11	28	27
		103	51	109	139	402	270

APP. VI.
No. 2.

APPENDIX VI.—No. 2.

TABLE showing the NUMBER of CHILDREN in REGIMENTAL SCHOOLS receiving INSTRUCTION from the SCHOOLMASTER and SCHOOLMISTRESS, and of those attending the INDUSTRIAL SCHOOLS, for the Year 1869.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
1st Life Guards	Windsor and London	27	30	36	28	121	76
2nd „ „	London	28	22	23	16	89	37
Royal Horse Guards	London and Windsor	11	16	28	34	89	44
1st Dragoons „	Sheffield and Manchester	13	12	18	17	60	35
2nd „ „	Mhow	5	5	13	13	36	31
3rd „ „	Chichester and Colchester.	9	5	18	18	50	36
4th „ „	Brighton and Sheffield	8	10	13	14	45	29
5th „ „	Aldershot and Leeds	17	11	25	32	85	44
6th „ „	Longford and Newbridge	17	13	24	26	80	53
7th „ „	Aldershot	9	8	13	16	46	24
1st Dragoons	Dublin and Cahir	16	19	25	24	84	49
2nd „	Cahir and Dublin	18	14	36	24	92	68
3rd Hussars	Ahmednuggur	16	8	10	15	49	30
4th „	Meerut	14	5	13	18	50	36
5th Lancers	Lucknow	15	2	20	29	66	51
6th Dragoons	Aldershot	12	6	18	7	43	28
7th Hussars	Sealkote	7	3	6	10	26	14
8th „	Edinburgh and Dundalk	10	9	15	27	61	36
9th Lancers	Newbridge and Hounslow.	17	24	23	20	84	66
10th Hussars	Aldershot and Brighton	12	17	15	27	61	40
11th „	Muttra	6	5	9	14	34	23
12th Lancers	Dublin	7	7	17	15	46	20
13th Hussars	Toronto and York	9	7	18	15	49	23
14th „	Dublin and Longford	23	17	22	16	78	41
15th „	York and Chichester	11	12	28	20	71	54
16th Lancers	Bangalore	20	15	13	23	71	37
17th „	Hounslow and Edinburgh.	10	13	18	14	55	32
18th Hussars	Secunderabad	27	18	17	11	73	33
19th „	Benares	16	7	11	8	42	21
20th „	Campbellpore	8	14	8	5	35	16
21st „	Umballa	3	5	4	8	20	17
Military Train	Aldershot	29	32	35	35	131	74
„	Woolwich	14	9	23	18	69	35
Cavalry Depôt	Canterbury	56	51	72	79	258	146
		520	441	692	696	2,349	1,404
1st Batt. Gren. Guards	Dublin	27	14	14	17	72	29
2nd „ „ „	Windsor and London	19	16	19	15	69	38
3rd „ „ „	London and Windsor	17	10	16	20	63	25
1st Batt. Cold. „	London	14	10	12	17	53	27
2nd „ „ „	London	33	29	15	13	90	49
1st Batt. S. Fus. „	London	33	20	13	23	89	35
2nd „ „ „	London	24	19	11	21	75	40
	Victoria Lodging House	—	—	20	39	59	47
		167	118	120	165	570	290

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
1 Bat. 1st Foot	Cannanore	15	18	9	16	58	22
2/1st "	Nusseerabad	7	5	11	22	45	21
1/2nd Foot	Poona	15	13	17	15	60	39
2/2nd "	Aldershot and Gosport	6	5	11	11	33	18
1/3rd "	Dugshaie	8	6	25	27	66	29
2/3rd "	Aldershot	12	16	25	20	73	36
1/4th "	Dover	35	14	26	19	94	49
2/4th "	Dublin and Chester	13	17	16	18	64	33
1/5th "	Ferozepore	23	7	19	18	67	43
2/5th "	Aldershot and Glasgow	24	13	26	16	84	40
1/6th "	Rawul Pindee	7	4	10	13	34	24
2/6th "	Aldershot, &c.	23	20	20	26	89	52
1/7th "	Saugor	14	7	7	16	44	30
2/7th "	Bury and Aldershot	18	9	21	30	78	54
1/8th "	Poona	6	5	15	25	51	43
2/8th "	Aldershot and Bury	24	10	21	16	71	36
1/9th "	King William's Town	23	15	23	18	79	42
2/9th "	Dublin and Warley	11	16	15	14	56	38
1/10th "	Japan	13	12	13	25	63	40
2/10th "	Secunderabad	16	21	32	42	111	95
1/11th "	Fyzabad	17	21	29	19	86	68
2/11th "	Cape of Good Hope	10	15	14	21	60	49
1/12th "	Aldershot and Carlisle	16	5	20	16	57	29
2/12th "	Jubbulpore	20	14	9	19	62	39
1/13th "	Gibraltar	14	7	31	19	71	35
2/13th "	Gosport and Aldershot	11	15	9	10	45	28
1/14th "	Cawnpore	11	7	20	14	52	41
2/14th "	Melbourne	32	22	10	17	81	50
1/15th "	Bermuda	35	24	18	18	95	51
2/15th "	Dublin	26	22	28	7	83	40
1/16th "	Halifax, N. S.	19	23	25	23	90	64
2/16th "	Dublin and Curragh	24	24	14	20	82	57
1/17th "	Newry and Dublin	18	20	28	22	88	50
2/17th "	Jersey	22	21	26	33	102	54
1/18th "	Curragh and Belfast	14	13	20	23	70	39
2/18th "	Auckland	27	28	18	11	84	50
1/19th "	Rawul Pindee	7	7	10	20	44	36
2/19th "	Bangalore	13	28	34	41	116	42
1/20th "	Bristol and Kilkenny	5	9	4	8	26	11
2/20th "	Natal	13	12	24	16	65	39
1/21st "	Kurrachee	9	8	8	13	36	24
2/21st "	Rangoon	25	15	14	25	79	53
1/22nd "	Fredericton, N. B., and Cork.	12	8	8	5	33	20
2/22nd "	Sheffield	25	24	22	28	99	57
1/23rd "	Bombay and Devonport	22	14	11	15	62	40
2/23rd "	Aldershot	13	8	19	11	51	31
1/24th "	Malta	8	5	8	10	31	17
2/24th "	Secunderabad	16	4	7	4	31	6
1/25th "	Aldershot and Portsmouth.	23	13	30	30	96	57
2/25th "	Bareilly	18	19	13	14	64	33
26th "	Calcutta	18	8	25	31	77	52
27th "	Chatham	18	17	10	17	62	39
28th "	Gibraltar	4	5	21	10	40	22
29th "	Canada	12	9	11	10	42	25
30th "	Waterford	13	9	15	25	62	42
31st "	Malta	5	7	8	7	27	21
32nd "	Fort Beaufort &c.	11	9	17	26	63	48
33rd "	Portsmouth	26	16	14	16	72	40
34th "	Aldershot and Shorncliffe.	11	7	14	16	48	34
35th "	Aldershot and Bradford	12	14	20	23	69	51
36th "	Peshawur and Rawul Pindee.	7	1	8	5	21	—
37th "	Shahjehanpore	19	7	15	15	56	37
38th "	Peshawur	9	12	28	29	78	69
39th "	Cork	22	25	28	16	91	69
40th "	Carlisle and Mullingar	15	17	11	16	59	18
41st "	Subathoo	10	5	31	25	71	60

APP. VI.
No. 2.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
42nd Foot	Edinburgh and Aldershot.	15	14	13	15	57	21
43rd "	Curragh and Dublin	12	11	23	27	73	52
44th "	Kilkenny	19	12	13	17	61	27
45th "	Madras	16	23	25	20	84	47
46th "	Portsmouth	8	4	10	15	37	23
47th "	Barbadoes and Curragh	25	15	11	26	77	46
48th "	Malta	6	8	10	12	36	30
49th "	Deesa	6	9	26	29	70	20
50th "	Sydney and Devonport	21	22	15	16	74	37
51st "	Portland	20	18	18	25	81	54
52nd "	Malta	7	3	8	8	26	11
53rd "	Quebec and Barbadoes	6	4	10	22	42	24
54th "	Belfast and Mullingar	20	16	12	13	61	26
55th "	Chukrata	34	13	20	27	94	59
56th "	Waterford and Dublin	16	10	21	13	60	35
57th "	Devonport	16	17	24	27	84	58
58th "	Allahabad	7	12	17	14	50	43
59th "	Poona	23	18	33	27	101	44
1/60th Rifles	Montreal and Ottawa	8	4	13	20	45	26
2/60th "	Secunderabad	14	15	12	18	59	15
3/60th "	Bellary	11	14	17	19	61	32
4/60th "	St. John, N. B., and Aldershot.	17	7	18	24	66	46
61st Foot	Bermuda	10	6	25	29	70	32
62nd "	Lucknow	17	16	20	25	78	38
63rd "	Fermoy and Kinsale	16	13	19	22	70	39
64th "	Malta	20	14	17	26	77	54
65th "	Dublin and Fermoy	10	5	15	13	43	26
66th "	Curragh	21	17	33	40	111	64
67th "	Portsea and Aldershot	15	6	14	17	52	27
68th "	Manchester and Cork	20	15	20	21	85	53
69th "	Montreal and Quebec	8	9	11	11	39	17
70th "	Kinsale and Limerick	11	8	7	14	40	26
71st "	Gibraltar	7	3	8	9	27	20
72nd "	Limerick and Buttevant	8	6	13	11	38	28
73rd "	Ceylon	8	7	5	5	25	11
74th "	Gibraltar	15	8	13	9	45	27
75th "	Hong Kong	11	3	16	17	47	19
76th "	Thayetmyo	15	9	20	22	66	51
77th "	Agra	8	5	2	11	26	17
78th "	Halifax, N. S.	11	10	17	25	63	47
79th "	Roorkee	11	5	12	10	38	27
80th "	Fleetwood and Birr	7	8	7	9	31	16
81st "	Buttevant and Templemore.	11	11	10	9	41	26
82nd "	Aden	13	13	8	14	48	23
83rd "	Gibraltar	18	10	22	17	67	49
84th "	Jamaica	11	8	9	5	33	22
85th "	Mean Meer	10	5	15	10	40	30
86th "	Mauritius	4	7	13	9	33	27
87th "	Malta	17	7	29	33	86	54
88th "	Nowshera	7	9	9	3	28	12
89th "	Athlone and Fermoy	10	5	20	19	54	21
90th "	Kamptee and Edinburgh	10	11	5	4	30	15
91st "	Dover	14	12	5	12	43	26
92nd "	Jullundar	6	8	22	11	47	40
93rd "	Jhansie	14	10	18	21	63	34
94th "	Woolwich	10	15	14	7	46	32
95th "	Mhow	32	34	17	17	100	50
96th "	Dum Dum	22	9	18	16	65	20
97th "	Aldershot and Dover	5	5	8	7	25	15
98th "	Aldershot and Newcastle	14	14	13	9	50	25
99th "	Cape Town and Gosport	17	9	10	10	46	19
100th "	Glasgow and Manchester	17	14	14	15	60	16
101st "	Gosport	17	9	12	17	55	33
102nd "	Lucknow	34	31	25	19	109	50
103rd "	Morar	16	18	14	23	70	53
104th "	Peshawur	9	9	4	4	26	10
105th "	Meerut	25	24	24	22	95	36

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
106th Foot	Umballa	25	14	6	20	65	34
107th "	Hazareebagh	8	12	16	22	58	49
108th "	Belgaum	30	24	40	27	121	46
109th "	Mooltan	28	10	20	12	70	41
1st Bat. Rifle Brigade	Ottawa and Montreal	14	13	16	14	57	40
2nd " "	Devonport and Aldershot	14	13	20	21	67	49
3rd " "	Dinapore	22	8	21	14	65	13
4th " "	Chester and Aldershot	10	3	15	15	43	19
		2,135	1,706	2,351	2,483	8,675	5,071
1st West India Regt.	Sierra Leone	8	7	6	9	30	22
2nd " "	Barbadoes, &c.	5	5	3	3	16	8
3rd " "	Jamaica	11	10	11	10	42	—
Ceylon Rifles	Ceylon	224	14	—	—	238	14
Cape Mounted Rifles	Cape of Good Hope	15	6	8	10	39	19
Canadian Rifles	Canada	128	109	127	143	507	332
Malta Fencibles	Malta	5	—	—	—	5	—
		396	151	155	175	877	395
1st Depôt Battalion	Chatham	29	21	33	43	126	81
2nd " "	Chatham	38	24	39	55	156	89
3rd " "	Pembroke	30	25	33	31	119	84
4th " "	Colchester	33	23	32	42	130	72
5th " "	Parkhurst	26	21	32	41	120	74
6th " "	Shorncliffe	22	25	38	42	127	83
7th " "	Winchester	38	30	40	33	141	57
8th " "	Colchester	22	20	29	32	103	71
9th " "	Preston	15	26	32	49	116	92
10th " "	Shorncliffe	30	40	47	63	180	111
11th " "	Aberdeen	26	25	47	56	154	104
		309	274	402	487	1,472	918
Commissariat Staff	Aldershot	27	22	20	19	88	47
Military Labourers	Barbadoes	—	4	10	9	23	22
Garrison	Bathhurst	1	1	—	—	2	—
Convalescent Depôt	Dargeeling	6	8	3	3	20	—
Musketry Depôt	Gravesend	—	—	13	19	32	19
School of Musketry	Hythe	11	10	20	16	57	—
Convalescent Depôt	Kussowlie	3	6	9	8	26	19
Dets. Dep. Battalion	Landguard Fort	5	2	3	4	14	—
Convalescent Depot	Murree	7	7	12	12	38	21
Royal Victoria Hosp.	Netley	35	22	35	25	117	64
Convalescent Depôt	Palaveram	60	43	28	25	156	95
" "	Poonamalee	17	27	17	27	88	54
Royal Military Coll.	Sandhurst	28	30	33	28	119	82
Convalescent Depôt	Wellington	29	11	26	25	91	36
" "	Vizagapatam	32	24	15	19	90	41
Brigade of Guards	Victoria Lodging House	—	—	20	39	59	47
		261	217	264	278	1,020	547
Royal Horse Artillery.							
A. Brigade	Meerut	11	8	16	11	46	19
B. "	Woolwich	88	89	52	64	293	190
C. "	Aldershot	30	20	51	41	142	97
D. "	Bangalore	29	11	20	30	99	41
E. "	Kirkee	20	16	16	20	72	37
F. "	Umballa	7	5	12	14	38	29
Depôt	Maidstone	24	40	19	21	104	48

APP. VI.
No. 2.

Regiment.	Station.	Under Schoolmaster.		Under Schoolmistress.		Total.	Attending Industrial School.
		Boys.	Girls.	Boys.	Girls.		
Royal Artillery.							
1st Brigade	Halifax, N. S.	15	20	24	19	78	27
2nd "	Mauritius, &c.	—	4	—	2	6	6
3rd "	Montreal and Quebec	23	16	23	26	88	64
4th "	Toronto and Dublin	28	23	37	27	115	64
5th "	St. Thomas's Mount (Madras).	54	45	30	53	182	127
6th "	Mhow	12	3	15	17	47	28
7th "	Woolwich	43	12	26	29	110	59
8th "	Lucknow	22	21	24	26	93	43
9th "	Dublin and Ahmedabad	16	15	28	24	83	40
10th "	Malta	42	26	33	33	134	49
11th "	Woolwich	28	12	19	20	79	39
12th "	Portsmouth	62	36	59	51	208	92
13th "	Plymouth	32	27	44	43	146	67
14th "	Ahmedabad and Woolwich.	11	5	10	8	34	23
15th "	Gibraltar	42	36	30	30	147	90
16th "	Barrackpore	17	13	13	20	63	44
17th "	Dover	35	31	34	39	139	78
18th "	Kurrachee, &c.	33	24	13	16	86	43
19th "	Peshawur, &c.	6	5	10	8	29	13
20th "	Kamptee, &c.	43	27	18	19	102	21
21st "	Gosport	39	40	26	35	140	82
22nd "	Morar, &c.	14	16	14	24	68	50
23rd "	Secunderabad, &c.	16	17	24	21	78	17
24th "	Mean Meer, &c.	5	11	19	18	53	47
25th "	Allahabad, &c.	8	7	13	9	37	5
Detached Batteries of Brigades serving in	United Kingdom	183	161	247	285	876	393
	Colonies	61	62	61	66	250	144
	India	41	34	26	34	135	44
Depôt Brigade	Woolwich	133	103	61	54	351	210
Coast Brigade	Sheerness	38	29	34	28	129	74
School of Gunnery	Shoeburyness	47	40	60	60	207	114
	Woolwich Common	—	—	72	76	148	103
	Cambridge Cottages	—	—	58	76	134	96
		1,358	1,110	1,395	1,506	5,369	2,847
Royal Engineers.							
	Aldershot	30	12	33	21	96	44
	Chatham	41	50	49	69	209	168
	Gibraltar	13	9	15	24	61	47
	Malta	26	5	6	5	42	10
	Quebec	4	6	10	13	33	31
		114	82	113	132	441	300

APPENDIX VII.—No. 1.

APP. VII. No. 1.

TABLE marking Degrees of Progress as shown by Examination Books in the Crown Children's Schools from Superintending Schoolmasters' and Assistant Inspectors' Reports in 1868.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
2nd Life Guards	38	—	10	28	—	39	—	24	15	—	41	—	15	25	1
Royal Horse Guards	30	3	17	10	—	30	3	18	8	1	30	3	22	5	—
1st Dragoon Guards	33	8	17	8	—	33	6	26	1	—	33	2	22	9	—
4th "	37	2	35	—	—	37	3	32	2	—	37	3	32	2	—
5th "	48	1	27	19	1	48	2	41	3	2	48	5	36	5	2
1st Dragoons	14	8	4	2	—	15	10	3	2	—	15	7	5	3	—
2nd "	18	3	15	—	—	18	4	14	—	—	18	4	14	—	—
3rd Hussars	25	—	11	14	—	25	2	21	2	—	25	—	10	15	—
4th "	3	1	2	—	—	3	—	3	—	—	3	—	3	—	—
7th "	5	—	5	—	—	5	—	5	—	—	5	—	5	—	—
8th "	11	—	10	1	—	11	—	11	—	—	11	1	6	4	—
10th "	31	—	21	11	—	31	2	29	—	—	31	1	20	10	—
12th Lancers	8	8	—	—	—	8	8	—	—	—	8	8	—	—	—
13th Hussars	7	—	7	—	—	7	4	2	1	—	7	5	2	—	—
14th "	18	11	7	—	—	19	13	6	—	—	19	12	7	—	—
15th "	10	—	9	1	—	13	—	10	3	—	13	—	10	3	—
17th Lancers	9	—	6	3	—	9	—	5	4	—	9	—	5	4	—
18th Hussars	31	4	27	—	—	31	5	23	3	—	31	5	24	2	—
19th "	8	—	3	5	—	8	—	6	2	—	8	—	3	5	—
20th "	19	1	14	4	—	19	1	15	3	—	19	1	13	5	—
Cavalry Depôt	45	12	28	5	—	72	11	43	18	—	72	3	38	29	2
Military Train—Woolwich	16	—	6	8	2	16	—	14	2	—	16	—	6	10	—
Grenadier Guards—															
1st Battalion	10	—	6	4	—	24	1	18	5	—	17	—	15	2	—
2nd "	47	3	27	17	—	47	1	37	9	—	47	1	34	12	—
3rd "	21	1	18	2	—	26	2	23	1	—	25	1	23	1	—
Coldstream Guards—															
1st Battalion	15	—	13	2	—	20	—	15	5	—	16	—	13	3	—
Scots Fusilier Guards—															
1st Battalion	13	—	8	2	—	16	1	5	10	—	14	1	4	9	—
2nd "	11	3	4	4	—	11	—	10	1	—	11	1	6	4	—
1st Foot, 1st Batt.	4	2	2	—	—	14	2	7	4	1	12	2	7	3	—
2nd " 2nd "	11	2	4	5	—	11	4	6	1	—	11	—	9	2	—
3rd " 1st "	10	—	4	5	1	10	—	4	6	—	10	—	4	6	—
4th " 2nd "	10	—	10	—	—	10	—	9	1	—	10	—	9	1	—
5th " 1st "	16	2	13	1	—	16	—	12	4	—	16	2	10	4	—
" " 2nd "	33	—	21	12	—	33	4	26	3	—	33	—	20	11	2
6th " 2nd "	26	—	18	8	—	26	—	24	2	—	26	—	10	16	—
7th " 1st "	7	2	4	1	—	7	2	4	1	—	7	—	7	—	—
8th " 1st "	8	—	2	5	1	8	—	4	4	—	8	—	7	1	—
" " 2nd "	28	5	19	4	—	28	8	22	3	—	28	—	16	12	—
9th " 2nd "	4	—	1	3	—	4	—	4	—	—	4	—	2	2	—
12th " 1st "	33	2	27	4	—	38	2	34	2	—	38	1	27	10	—
" " 2nd "	10	1	7	2	—	10	—	7	2	1	10	—	4	6	—
13th " 1st "	9	—	6	3	—	9	2	4	2	—	9	—	5	4	—
" " 2nd "	7	4	3	—	—	19	—	18	1	—	19	—	10	9	—
14th " 1st "	2	—	2	—	—	2	—	1	1	—	2	—	—	2	—

APP. V II.
No. 1.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
15th Foot, 2nd Batt.	42	2	40	—	—	42	—	42	—	—	42	—	42	—	—
16th „ 1st „	24	17	7	—	—	24	15	9	—	—	24	15	9	—	—
17th „ 1st „	36	7	27	2	—	36	8	28	—	—	36	6	22	8	—
„ „ 2nd „	43	5	32	5	1	43	6	29	7	1	43	7	33	3	—
18th „ 1st „	16	3	5	8	—	16	2	13	1	—	16	4	4	8	—
19th „ 1st „	6	—	5	1	—	6	—	6	—	—	6	—	3	—	3
21st „ 1st „	21	1	10	8	2	21	4	14	3	—	21	2	8	8	3
24th „ 1st „	4	—	4	—	—	9	—	8	1	—	9	1	8	—	—
27th Foot	18	6	12	—	—	23	8	13	2	—	23	11	9	3	—
28th „	12	—	2	10	—	12	—	3	9	—	12	—	4	8	—
29th „	10	—	7	3	—	10	—	7	3	—	10	—	8	2	—
30th „	23	2	21	—	—	23	3	20	—	—	23	1	22	—	—
31st „	5	—	5	—	—	5	—	5	—	—	5	—	5	—	—
33rd „	26	13	10	3	—	33	14	17	2	—	33	13	17	3	—
34th „	15	—	9	6	—	15	2	11	2	—	15	2	5	8	—
35th „	8	6	2	—	—	16	7	9	—	—	16	9	7	—	—
36th „	12	3	7	2	—	12	3	9	—	—	12	—	11	1	—
38th „	20	1	11	8	—	20	2	16	2	—	20	1	2	16	1
39th „	17	7	6	4	—	17	8	8	1	—	17	7	8	2	—
40th „	27	9	12	6	—	27	11	13	3	—	27	11	14	2	—
41st „	6	—	6	—	—	6	1	5	—	—	6	1	5	—	—
42nd „	8	—	4	4	—	8	—	5	3	—	8	—	5	3	—
44th „	10	1	7	2	—	9	1	8	—	—	10	1	7	1	1
48th „	18	—	13	5	—	18	3	15	—	—	18	2	15	1	—
52nd „	18	—	13	5	—	18	1	14	3	—	18	—	12	6	—
53rd „	7	—	7	—	—	7	—	7	—	—	7	—	7	—	—
54th „	14	1	5	8	—	14	2	11	1	—	14	2	11	1	—
56th „	13	—	4	9	—	13	—	7	5	—	13	—	10	3	—
57th „	20	1	9	10	—	20	1	18	1	—	20	1	12	7	—
60th Rifles—															
1st Battalion	5	1	3	1	—	5	1	3	1	—	5	—	3	2	—
3rd „	13	—	7	5	1	13	—	11	1	1	13	—	4	9	—
4th „	17	2	12	3	—	17	2	12	3	—	17	2	14	1	—
62nd Foot	43	2	25	16	—	43	—	37	6	—	43	3	23	17	—
63rd „	38	3	13	22	—	38	9	27	2	—	38	2	22	14	—
64th „	30	15	15	—	—	35	15	18	2	—	35	7	22	6	—
65th „	17	9	3	2	1	17	2	15	—	—	17	3	11	3	—
66th „	2	—	2	—	—	4	—	4	—	—	4	—	4	—	—
69th „	15	2	7	6	—	15	2	12	1	—	15	2	13	—	—
71st „	7	—	1	6	—	7	—	3	4	—	7	—	3	4	—
72nd „	14	3	4	7	—	14	2	9	3	—	14	—	13	1	—
74th „	22	—	12	10	—	22	1	13	8	—	22	—	7	11	4
77th „	3	—	3	—	—	3	—	3	—	—	3	—	3	—	—
78th „	19	6	13	—	—	19	6	13	—	—	19	—	19	—	—
79th „	3	—	3	—	—	3	—	3	—	—	3	—	3	—	—
80th „	10	—	9	1	—	10	—	9	1	—	10	—	6	4	—
81st „	20	—	16	4	—	20	—	18	2	—	20	—	16	4	—
83rd „	20	—	9	11	—	20	—	9	11	—	20	—	9	9	2
87th „	30	8	20	2	—	30	8	20	2	—	30	4	17	9	—
88th „	31	2	24	5	—	31	1	28	2	—	31	—	9	22	—
89th „	23	3	15	5	—	23	4	19	—	—	23	4	18	1	—
90th „	16	1	13	2	—	16	—	12	4	—	16	—	11	5	—
93rd „	6	—	6	—	—	6	1	5	—	—	6	—	6	—	—
94th „	17	5	11	1	—	25	7	18	—	—	26	7	19	—	—
97th „	14	2	11	1	—	14	2	12	—	—	14	—	12	2	—
98th „	46	1	20	25	—	46	1	42	3	—	46	1	29	16	—
100th „	17	6	11	—	—	17	7	10	—	—	17	7	10	—	—
104th „	25	9	15	1	—	25	8	16	1	—	25	—	23	2	—
Rifle Brigade—															
1st Battalion	7	—	2	4	1	7	—	2	5	—	7	—	2	2	3
2nd „	17	1	13	2	1	21	—	17	4	—	21	1	14	6	—
Royal Canadian Rifles—															
Kingston	88	24	60	4	—	88	23	61	4	—	88	18	65	4	1
Navy Cottages	35	1	34	—	—	35	1	34	—	—	35	—	35	—	—
Isle aux Noix	27	—	6	20	1	27	—	16	10	1	27	—	6	10	11
St. John's	55	5	48	2	—	55	12	41	2	—	55	—	52	3	—

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone Back.
1st Depôt Battalion	25	4	10	10	1	29	4	16	9	—	29	2	15	12	—
2nd "	23	7	9	7	—	23	5	14	4	—	24	5	9	10	—
3rd "	23	—	10	12	1	23	—	12	9	2	23	—	7	16	—
4th "	37	1	17	19	—	39	3	23	13	—	41	—	13	27	1
5th "	44	13	22	9	—	51	17	24	10	—	51	12	23	16	—
6th "	15	2	10	3	—	24	2	16	6	—	24	1	10	13	—
7th "	44	18	20	6	—	47	13	28	6	—	47	2	24	21	—
8th "	31	10	16	5	—	32	7	19	6	—	32	—	22	10	—
10th "	54	12	31	11	—	62	13	43	6	—	62	—	40	20	2
11th "	43	3	25	15	—	43	1	26	16	—	43	—	17	26	—
12th "	20	2	15	3	—	21	2	18	1	—	21	4	17	—	—
Commissariat Staff Corps, Aldershot	42	8	32	2	—	42	13	29	—	—	42	6	32	4	—
Royal Victoria Hospital, Netley	40	15	22	3	—	45	14	29	2	—	45	18	23	4	—
Sandhurst	56	8	28	20	—	61	12	38	11	—	61	2	29	30	—
Royal Malta Fencible Artillery	4	—	—	4	—	4	—	—	4	—	4	—	—	4	—
Convalescent Depôt, Kussowlie	11	1	8	2	—	11	1	9	1	—	11	—	9	2	—
Royal Horse Artillery—															
Aldershot	55	11	28	16	—	55	5	49	1	—	55	5	34	16	—
Maidstone	30	—	17	13	—	36	1	27	8	—	35	1	20	14	—
Woolwich { Boys	97	11	58	28	—	97	2	81	14	—	97	7	76	14	—
Woolwich { Girls	74	9	43	20	2	74	—	54	17	3	74	7	50	16	1
Royal Artillery—															
6th Brigade	38	18	17	3	—	49	12	34	3	—	49	15	24	10	—
7th "	41	—	40	—	1	41	—	40	1	—	41	—	34	5	2
10th "	32	—	29	3	—	32	—	28	4	—	32	—	29	3	—
11th "	2	—	2	—	—	2	—	2	—	—	2	—	2	—	—
12th "	11	3	4	4	—	16	4	10	2	—	16	3	9	4	—
Ditto "	20	3	9	8	—	33	6	23	4	—	33	4	23	6	—
13th "	31	14	15	2	—	41	11	27	3	—	41	6	34	1	—
Ditto "	38	13	17	8	—	42	11	23	3	—	42	8	33	1	—
15th "	35	—	8	26	1	35	—	11	23	1	35	2	21	12	—
17th "	16	—	11	5	—	40	—	34	6	—	16	—	15	1	—
20th "	31	—	29	2	—	31	—	28	3	—	31	—	29	2	—
Depôt Brigade—															
Sheerness { Boys	25	—	13	12	—	30	2	22	6	—	31	1	11	18	1
Sheerness { Girls	14	—	2	12	—	14	—	6	8	—	14	1	3	10	—
Warley	34	3	14	15	2	34	3	25	5	1	33	4	15	14	—
Woolwich { Boys	109	6	78	16	9	109	—	102	5	2	109	11	88	9	1
Woolwich { Girls	66	10	41	9	6	66	1	46	16	3	66	—	51	14	1
Detached Batteries—															
Dublin	32	9	20	3	—	39	11	25	2	1	39	10	26	3	—
"	9	5	3	—	1	11	7	4	—	—	11	5	4	2	—
Hilsea	13	—	5	8	—	24	—	20	4	—	25	—	14	11	—
Kamptee	31	—	29	2	—	31	—	28	3	—	31	—	29	2	—
Kingston	29	1	28	—	—	29	3	26	—	—	29	—	29	—	—
Leith Fort	23	1	7	15	—	23	—	18	4	1	23	—	15	5	3
Limerick	13	—	6	7	—	13	—	6	7	—	13	—	6	7	—
London, C.W.	9	—	4	5	—	9	—	9	—	—	9	—	9	—	—
Mean Meer	8	4	3	1	—	8	2	6	—	—	8	—	5	3	—
Meerut	4	—	4	—	—	4	—	4	—	—	4	—	3	1	—
Montreal	37	1	33	3	—	37	1	32	4	—	37	2	35	—	—
Peshawur	2	—	2	—	—	2	—	2	—	—	2	—	2	—	—
Quebec	18	—	13	5	—	18	—	12	6	—	18	—	12	6	—
St. Helen's Island	9	—	9	—	—	9	—	9	—	—	9	—	9	—	—
Toronto	36	9	27	—	—	36	8	28	—	—	36	6	30	—	—
Umballa	4	2	2	—	—	4	2	2	—	—	4	3	1	—	—
Royal Engineers—															
Aldershot	35	4	25	6	—	35	—	32	3	—	35	12	21	1	1
Chambly	36	13	23	—	—	36	14	22	—	—	36	11	25	—	—
Gibraltar	20	—	5	12	3	19	—	13	6	—	19	—	4	13	2

APP. VII. No. 2.

APPENDIX VII.—No. 2.

TABLE marking Degrees of Progress as shown by Examination Books in Grown Children's Schools, from Superintending Schoolmasters' and Assistant Inspectors' Reports, 1869.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
1st Life Guards	20	1	17	2	—	20	1	16	3	—	20	—	17	3	—
2nd "	35	1	34	—	—	37	—	37	—	—	33	—	26	4	3
Royal Horse Guards	22	1	19	2	—	22	1	18	3	—	22	—	15	7	—
1st Dragoon Guards	26	4	10	11	1	26	3	22	1	—	26	10	14	2	—
4th "	18	—	9	9	—	18	1	12	5	—	20	—	7	13	—
5th "	35	4	18	13	—	35	9	25	1	—	35	2	22	9	2
6th "	42	12	30	—	—	42	9	33	—	—	42	10	31	1	—
7th "	12	—	11	1	—	12	—	12	—	—	12	—	10	2	—
1st Dragoons	18	3	10	5	—	18	6	11	1	—	18	3	11	4	—
2nd "	38	7	26	5	—	38	8	28	2	—	38	8	29	1	—
5th Lancers	15	—	14	1	—	15	1	13	1	—	15	—	9	6	—
6th Dragoons	15	3	9	3	—	15	2	12	1	—	15	2	11	—	2
8th Hussars	10	2	7	1	—	10	3	6	1	—	10	3	7	—	—
9th Lancers	14	3	7	4	—	14	4	6	4	—	13	3	8	2	—
12th "	14	5	9	—	—	14	7	7	—	—	14	5	9	—	—
13th Hussars	7	6	1	—	—	7	6	1	—	—	7	6	1	—	—
14th "	25	1	22	2	—	25	7	18	—	—	25	3	21	1	—
17th Lancers	16	3	11	2	—	16	3	9	4	—	15	—	10	5	—
18th Hussars	27	1	14	10	2	33	5	24	4	—	33	8	16	9	—
19th "	8	3	1	4	—	8	3	2	3	—	8	1	5	2	—
Cavalry Depôt	67	2	49	16	—	106	2	89	15	—	106	—	75	31	—
Military Train—															
Aldershot	51	1	24	25	1	51	1	46	4	—	51	4	35	12	—
Grenadier Guards—															
1st Battalion	17	2	14	1	—	39	2	20	16	1	39	1	16	22	—
2nd "	20	—	19	1	—	33	—	33	—	—	31	—	30	1	—
3rd "	22	—	22	—	—	23	—	19	4	—	20	—	16	4	—
Coldstream Guards—															
1st Battalion	13	1	12	—	—	14	1	13	—	—	13	—	12	1	—
2nd "	27	—	24	3	—	50	—	38	12	—	42	—	26	16	—
Scots Fusilier Guards—															
1st Battalion	28	—	26	2	—	28	1	24	3	—	28	1	21	6	—
2nd "	15	3	10	2	—	20	4	14	2	—	15	3	10	2	—
2nd Foot, 2nd Batt.	6	2	4	—	—	9	4	5	—	—	9	—	9	—	—
3rd " 2nd "	28	—	19	9	—	28	—	27	1	—	28	—	13	13	3
4th " 1st "	19	4	10	5	—	24	4	17	3	—	24	2	18	4	—
" " 2nd "	10	—	7	3	—	10	—	7	3	—	10	—	3	7	—
5th " 2nd "	28	3	16	9	—	28	5	21	2	—	28	5	21	2	—
6th " 2nd "	12	—	10	2	—	15	—	13	2	—	15	—	14	1	—
7th " 2nd "	25	1	10	14	—	25	—	25	—	—	25	1	16	8	—
10th " 2nd "	18	2	9	5	2	18	5	11	2	—	18	4	11	3	—
11th " 1st "	36	—	34	2	—	36	—	21	15	—	36	—	17	19	—
12th " 1st "	23	4	13	6	—	23	4	19	—	—	23	2	14	7	—
13th " 1st "	14	—	7	7	—	14	—	11	3	—	14	—	13	1	—
" " 2nd "	22	2	8	12	—	22	—	22	—	—	22	—	17	4	—
15th " 2nd "	35	17	17	1	—	38	12	26	—	—	37	8	29	—	—
17th " 1st "	25	4	17	3	1	25	7	17	1	—	25	7	15	1	2
18th " 1st "	24	7	12	5	—	24	2	22	—	—	24	4	19	1	—
20th " 1st "	7	2	3	2	—	7	2	4	1	—	7	—	7	—	—

APP. VII. No. 2.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
2nd Foot, 1st Batt.	19	2	13	4	—	19	5	12	2	—	19	1	16	2	—
3rd „ 2nd „	16	4	7	5	—	16	1	15	—	—	16	—	15	1	—
4th „ 1st „	4	3	1	—	—	12	4	8	—	—	12	5	7	—	—
„ „ 2nd „	13	3	7	3	—	18	3	14	1	—	14	1	11	2	—
27th Foot	24	8	14	2	—	31	7	24	—	—	31	8	20	3	—
28th „	7	—	4	3	—	12	—	8	4	—	12	—	8	0	4
29th „	24	2	13	9	—	24	2	12	10	—	24	4	11	9	—
30th „	8	2	6	—	—	8	3	5	—	—	8	3	5	—	—
31st „	10	—	9	1	—	10	—	9	1	—	10	—	9	1	—
32nd „	8	—	5	3	—	12	—	9	3	—	8	—	5	3	—
33rd „	28	6	20	2	—	30	7	22	1	—	30	8	15	7	—
34th „	11	3	7	1	—	11	—	9	2	—	11	1	9	1	—
35th „	25	—	18	6	1	25	—	20	5	—	25	—	14	8	3
37th „	8	2	6	—	—	8	2	6	—	—	8	1	6	1	—
42nd „	9	2	7	—	—	9	1	8	—	—	9	—	9	—	—
43rd „	13	1	5	5	2	13	—	12	1	—	13	—	6	6	1
45th „	37	1	14	20	2	37	1	30	5	1	37	2	23	11	1
48th „	13	4	4	5	—	13	1	11	1	—	13	2	10	1	—
52nd „	9	1	1	7	—	9	1	6	2	—	9	1	5	3	—
53rd „	12	—	12	—	—	12	—	12	—	—	12	—	12	—	—
54th „	19	1	13	5	—	19	4	12	3	—	19	3	11	5	—
55th „	16	—	9	7	—	16	—	5	8	3	16	—	3	13	—
56th „	20	3	17	—	—	30	2	27	1	—	31	3	27	1	—
57th „	26	1	23	1	1	26	1	24	1	—	26	—	17	9	—
60th Rifles, 1st Batt.	9	2	7	—	—	9	2	7	—	—	9	1	8	—	—
„ 2nd „	15	—	8	7	—	15	—	13	2	—	15	—	2	13	—
„ 3rd „	21	3	15	3	—	21	4	17	—	—	21	—	21	—	—
„ 4th „	16	3	4	9	—	16	4	10	2	—	16	—	8	6	2
62nd Foot	20	—	8	11	1	20	—	11	9	—	20	—	5	14	1
63rd „	16	1	14	1	—	16	2	14	—	—	16	1	15	—	—
64th „	33	24	8	1	—	36	20	14	2	—	36	10	24	2	—
65th „	14	—	12	2	—	14	—	13	1	—	14	1	11	2	—
66th „	31	3	11	17	—	31	1	27	3	—	31	2	24	5	—
67th „	11	1	5	5	—	11	—	11	—	—	11	—	7	3	1
68th „	22	1	13	8	—	22	—	22	—	—	22	1	19	2	—
69th „	14	2	12	—	—	14	3	11	—	—	14	—	14	—	—
70th „	28	—	18	10	—	28	—	23	5	—	28	1	19	6	2
71st „	6	—	—	6	—	6	—	6	—	—	6	—	4	1	1
72nd „	6	1	3	2	—	6	1	3	2	—	6	—	5	1	—
74th „	15	1	14	—	—	25	4	21	—	—	24	6	19	—	—
78th „	17	4	13	—	—	17	3	14	—	—	17	2	15	—	—
81st „	23	3	20	—	—	23	4	18	1	—	23	1	20	2	—
83rd „	20	—	10	10	—	20	—	11	9	—	20	—	12	7	1
87th „	4	3	1	—	—	4	3	1	—	—	4	3	1	—	—
89th „	7	1	4	2	—	7	1	6	—	—	7	—	7	—	—
91st „	14	—	8	6	—	23	—	18	5	—	23	—	11	12	—
97th „	7	1	5	1	—	7	—	4	3	—	7	—	5	2	—
99th „	2	1	1	—	—	6	2	4	—	—	5	—	4	1	—
100th „	17	1	7	9	—	17	—	9	8	—	17	—	2	10	5
101st „	19	5	11	3	—	24	3	20	1	—	24	4	15	5	—
102nd „	15	—	15	—	—	15	—	12	3	—	15	—	13	2	—
107th „	12	—	12	—	—	12	—	1	11	—	12	1	9	2	—
Rifle Brigade—															
1st Battalion	22	5	11	6	—	22	11	7	4	—	22	2	16	4	—
2nd „	26	—	19	6	1	37	3	25	9	—	37	2	26	9	—
4th „	14	—	4	9	1	14	3	9	2	—	14	2	9	3	—
Royal Canadian Rifle Regiment	191	11	162	18	—	191	13	173	5	—	191	3	152	36	—
3rd Depôt Battalion	40	3	21	15	1	48	2	24	22	—	48	1	27	19	1
5th „	34	6	21	7	—	53	4	54	4	—	53	6	33	13	—
7th „	34	8	16	8	2	53	11	30	12	—	52	4	14	33	1
Commissariat Staff Corps—Aldeshot.	53	8	27	18	—	53	11	34	8	—	53	5	33	15	—
Netley Hospital	44	15	24	5	—	55	15	35	5	—	55	12	37	6	—

APP. VII.
No. 2.

Regiments.	Dictation.					Writing.					Arithmetic.				
	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	No. of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
Convalescent Depôt, Chunar - - -	20	1	17	2	—	20	1	15	4	—	20	1	9	10	—
Royal Horse Artillery—															
A. Brigade - -	10	—	10	—	—	10	—	10	—	—	10	—	8	2	—
B. „ - -	142	10	103	18	11	142	7	120	8	7	142	7	103	21	11
D. „ - -	27	2	10	12	3	27	1	10	14	2	27	—	7	14	6
Royal Artillery—															
3rd Brigade -	84	14	70	—	—	84	12	52	—	—	84	10	74	—	—
5th „ -	94	5	63	24	2	94	9	75	9	1	94	7	69	17	1
8th „ -	19	1	12	6	—	19	1	17	1	—	19	1	12	6	—
10th „ -	31	9	21	1	—	38	10	26	2	—	38	11	27	—	—
11th „ -	21	1	17	3	—	21	—	20	1	—	21	2	15	4	—
13th „ -	40	5	27	8	—	46	3	34	9	—	45	5	36	4	—
15th „ -	30	—	15	15	—	30	1	15	14	—	30	2	21	6	1
16th „ -	4	—	4	—	—	4	—	4	—	—	4	—	1	3	—
17th „ -	40	10	23	7	—	64	8	51	5	—	64	3	51	10	—
21st „ -	23	1	14	8	—	30	2	17	11	—	28	5	13	10	—
Detached Batteries—															
Aldershot - -	49	2	20	25	2	49	1	40	7	1	49	1	30	14	4
Bareilly - -	13	—	12	1	—	13	—	9	4	—	13	—	8	5	—
Bellary - -	18	—	7	9	2	18	—	11	7	—	18	2	9	7	—
Delhi - - -	1	—	1	—	—	1	—	1	—	—	1	—	1	—	—
Devonport - -	2	—	2	—	—	6	—	6	—	—	6	—	6	—	—
Dublin - - -	36	17	18	1	—	44	18	23	3	—	44	13	30	1	—
Hochelaga - -	11	—	11	—	—	11	—	11	—	—	11	—	11	—	—
Leith Fort - -	23	—	7	16	—	23	—	20	3	—	23	—	19	4	—
London, C.W. -	10	3	5	2	—	10	2	6	2	—	10	4	4	2	—
Shoeburyness -	44	4	21	19	—	49	15	27	7	—	49	8	20	20	1
Toronto - -	28	15	13	—	—	38	17	21	—	—	38	15	22	1	—
Trimulgherry -	16	—	10	5	1	16	3	8	5	—	16	1	6	9	—
Royal Engineers—															
Aldershot - -	42	11	30	1	—	42	10	31	1	—	42	11	30	1	—
Chatham - -	40	3	29	8	—	40	4	30	6	—	40	1	14	25	—
Gibraltar - -	19	—	7	12	—	19	—	14	5	—	19	—	13	6	—
Malta - - -	12	8	3	1	—	31	22	5	4	—	12	8	4	—	—

Appendix VIII.—No. 1.

Examination of Students of the 1st Division, Normal School, Royal Military Asylum, in June 1868.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Gilmore, John -	12	110	80	79	62	62	393	99	80	90	100	50	60	72	120	70	75	70	1279	Pupil Teacher, R. H. M. School.
2	Sproat, Chas. S.	20	101	75	76	55	59	366	97	70	85	100	45	50	60	95	55	54	75	1152	Private 6th Dragoon Guards.
3	Murray, And. W.	13	98	73	50	47	52	320	88	75	80	110	50	40	85	100	50	70	70	1138	Bombardier, Royal Artillery.
4	Lynch, Thos. -	19	97	80	76	72	46	371	69	85	75	95	40	55	60	90	68	65	53	1126	Assistant master, R.H.M. School.
5	Mulvihill, Patk.	11	97	70	75	51	67	360	102	70	70	90	40	30	50	110	47	62	65	1096	Lance corpl., 1/19th Foot.
6	McLachlan, W.	17	93	80	71	37	59	340	87	55	70	90	35	40	57	115	69	59	68	1085	Private, Scots Fusileer Guards.
7	McEnroe, C. -	15	76	72	67	46	41	302	62	70	50	85	40	50	45	95	53	37	70	959	Civilian.
8	Browne, Jas. A.	16	81	80	42	34	35	272	86	65	60	60	25	30	80	50	78	45	75	926	Civilian.
9	Splane, John -	14	97	66	64	46	28	301	80	50	60	45	30	45	55	55	60	54	40	875	Private, 2/20th Foot.
10	Carr, Mathew -	18	92	70	43	22	49	276	59	50	0	60	20	35	67	85	40	44	68	804	Corporal, 94th Foot.

Appendix VIII.—No. 1.

Examination of Students of the 1st Division, Normal School, Royal Military Asylum, in December 1868.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Thompson, Geo.	12	100	68	56	36	51	311	87	60	106	108	53	75	80	105	50	65	70	1170	Private, 70th Foot.
2	Irwin, Wm. -	14	99	76	70	74	71	390	83	88	102	66	29	70	65	85	45	58	80	1161	Civilian.
3	Lonsdale, Josh.	13	95	72	55	58	53	333	84	90	82	96	40	75	75	110	50	59	30	1133	Corporal, 75th Foot.
4	Jupp, Wm. H.	16	94	42	54	57	55	302	93	34	98	84	37	70	45	90	80	68	70	1066	Pupil Teacher, Royal Military Asylum.
5	Carr, Mathew -	17	92	68	74	42	55	331	76	64	87	60	20	65	60	90	40	64	70	1032	Corporal, 94th Foot.
6	Browne, Fk. W.	15	78	42	43	47	48	258	87	56	110	90	43	70	35	75	60	43	70	997	Pupil Teacher, Royal Hibern. Mil. Schl.

Appendix VIII.—No. 1.

Examination of Students of the 1st Division, Normal School, Royal Military Asylum, in June 1869.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum	—																		750	
1	Gyde, Wm.	11	110	72	66	56	70	374	71	90	100	110	40	50	90	80	60	72	80	1217	Sergeant, 31st Foot.
2	Palmer, George	12	95	62	52	60	70	339	77	80	80	80	20	50	80	90	65	59	75	1095	Private, 31st Foot.
3	Turner, A. M.	15	100	39	29	27	40	235	93	60	70	90	40	60	75	120	55	43	58	999	Bombardier, Royal Artillery.
4	Prior, John	14	74	25	40	48	48	235	110	70	70	80	30	45	65	105	50	54	60	974	Private, 1/13th Foot.
5	Gilbert, Edwin	13	85	25	22	22	36	190	91	70	90	90	30	60	75	70	57	41	80	944	Private, 31st Foot.
6	Langston, John	16	61	14	26	6	12	119	96	60	60	90	30	45	65	65	60	10	55	755	Corporal, Grenadier Guards,

Appendix VIII.—No. 1.

Examination of Students of the 1st Division, Normal School, Royal Military Asylum, in December 1869.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum -	—	110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1500	
	Minimum -	—																		750	
1	Blount, Wm. F.	13	108	69	79	62	67	385	96	90	93	118	45	35	80	100	45	72	80	1239	Corp., 2/15th Foot.
2	Bird, Henry -	12	83	61	59	49	25	277	88	60	82	97	28	50	70	80	35	53	70	990	Civilian.
3	Wheeler, Rayd.	11	81	18	56	29	37	221	80	80	56	91	15	60	40	110	50	71	60	934	Lance Corp., 2nd Bat. Coldstream Guards.

APPENDIX VIII.—No. 2.

REPORT on the SCHOOLS of the ROYAL MILITARY ASYLUM, CHELSEA, by the Rev. CANON MOSELEY.

Two members of the Council have examined the school every half year. Of these I have had the honour to be one. The following table shows the number of boys present at each of our last three examinations, and the number in the hospital:—

	1868.	1869.	
	Christmas.	Midsummer.	Christmas.
Present - - -	445	429	428
In the hospital - -	31	39	34
Total - -	476	478	462

The students of the Normal School complete their course of study by practising the art of teaching in the Royal Military Asylum School under the direction of Mr. McLeod, the head master of that school; and the work of our inspection has been accustomed to begin with an inquiry into the efficiency of this part of their training.

With this view each student has been required to give two prepared lessons to a class of boys of the school, at which we have been present, and of which we have taken notes; one of these has always been a Bible lesson, and the other a lesson on some branch of popular science intended as a specimen of the kind of lecture that a regimental schoolmaster should be able to give to the soldiers of his regiment. Such lectures, forming part of the system of the reading rooms and libraries, have been introduced in the army with success under the direction of Mr. McLeod.

Besides these prepared lessons each student has been required to give an unprepared lesson in the ordinary course of the instruction of the school on some subject selected by ourselves.

From these lessons, and after consultation with Mr. McLeod, we have been accustomed to decide on the class of the certificate to be awarded to each student, and enabled to assign schoolmasters to different regiments with some reference to the conditions under which they would have to exercise their functions.

The following are the subjects in which these prepared lessons were given at one of our examinations:—

SUBJECTS OF SCRIPTURE LESSONS.

Gehazi's Sin, and its Punishment.
Murder of Abel.
Our Lord in the Temple at 12 years of age.
David the Conqueror before Saul the King.
Return of the Holy Family from Egypt.
Elisha and the Children.
Elijah and the Prophets of Baal.
Esau selling his Birthright.
The Call of Samuel.

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No. 2.

SUBJECTS OF SCIENTIFIC LESSONS.

Subject of Lectures.

Hydrogen.
Carbonic Gas.
Chemical Affinity.
Iron, as illustrating chemical changes.
Chlorine.
Water.
Ammonia.
Flame.
Oxygen.

The lessons in popular science are prepared under the special direction of Mr. Reynolds, the principal of the Normal School; whilst in all other subjects the teaching of the students to teach, is entrusted to Mr. M'Leod, who ranks among the first elementary teachers of the time. It is scarcely possible to speak too highly of the great ability and industry which Mr. Reynolds has brought to his work. It has been his object to devise instructive experiments in physical science which may be performed with precision by the aid of apparatus of an inexpensive kind, such as schoolmasters may construct with their own hands. In this he has been eminently successful, and nothing could be more interesting than the scientific lectures of the students at which we have been accustomed to be present, or more striking than the experiments by which they were illustrated.

Besides these lectures on popular science the students are specially instructed by Mr. McLeod to deliver lectures on other subjects illustrated by the magic lantern, and they are taught the *use* of that lantern. Such lanterns with various sets of slides have been provided at the expense of the War Office, and placed under the care of Mr. McLeod, and he circulates them regularly from regiment to regiment, not only at home but on foreign service.

These prepared lessons of the students occupied each about twenty minutes, and the hearing of them usually took us two days. We then proceeded to examine the boys of the school. We heard every boy in the school read. We took a specimen of the writing from dictation on paper of every boy in the first three of the five schools into which the whole school is divided; and we set two sums to every boy, recording how many boys in each class could work these sums correctly.

I have before me these specimens of writing from dictation for four successive examinations, beginning at Midsummer 1868.

The following was the sentence dictated to the 1st class at Midsummer 1869:—

"It is in Egypt that this phenomenon is most generally observed. The uniformity of the extensive sandy plains of Lower Egypt is interrupted by only small eminences, on which the villages are situated in order to escape the inundations of the Nile."

Twenty boys wrote it without any mistake in spelling; 8 made one mistake; and 2 made two mistakes.

The sentence given to the 2nd class of the first school was—

"The aspect of the river and the adjacent coasts was wild and dangerous. The mouth of the Columbia is upwards of four miles wide, with a peninsula and promontory on one side and a long low spit of land on the other, between which a sand-bar and chain of breakers almost block."

Twenty-two boys wrote it without any mistake; 2 with only one mistake; and 2 with two mistakes.

The same sentence was dictated to the 3rd class of the first school: 21 of them made no mistake; 4 made one; and 2 made two.

I do not consider the penmanship in these exercises in dictation good. It is not so good as I have seen it at former examinations, or scarcely so good as those of the boys of the school below.

The sums we set them to work are stated in the following table, together with the numbers worked correctly:—

1ST CLASS, 1ST DIVISION, 1ST SCHOOL.

Arithmetic.

Ques. 1. What will be the expense of paving an area which measures 35 ft. 10 in. by 18 ft. 6 in., at 6*s.* 3*d.* per yard?

Ques. 2. A tank is 30 ft. 9 in. long, 16 ft. 7 in. wide, and 6 ft. 4 in. deep. Find how much water it will hold in cubic feet and inches?

—	No. in Class.	No. right.	No. wrong.	Answers.
				£ *s.* *d.*
Ques. 1 -	16	15	1	23 0 $4\frac{11}{16}$
Ques. 2 -	16	16	0	3,229 cub. ft., 1,044 cub. in.

1ST CLASS, 2ND DIVISION, 1ST SCHOOL.

Arithmetic.

Ques. 1. Find the area of the floor of a room 14 ft. 8 in. by 12 ft. 9 in., and the cost of carpeting it, at 1*s.* 4*d.* a square foot?

Ques. 2. In what time will 229*l.* 10*s.* amount to 258*l.* 3*s.* 9*d.*, at 5 per cent. per annum?

—	No. examined.	No. right.	No. wrong.	Answers.
				£ *s.* *d.*
Ques. 1 -	14	14	0	187 sq. ft. - 12 9 4
Ques. 2 -	14	13	1	$2\frac{1}{2}$ years.

2ND CLASS, 1ST SCHOOL.

Arithmetic.

Ques. 1. Add the sum and difference of $\frac{4}{5}$ of 3 guineas and $\frac{2}{3}$ of 4*l.*?

Ques. 2. Amount 2,000*l.* for $12\frac{1}{4}$ years, at $3\frac{1}{2}$ per cent.?

—	No. in Class.	No. right.	No. wrong.	Answers.
				£ *s.* *d.*
Ques. 1 -	26	23	3	5 6 8
Ques. 2 -	26	24	2	2,857 10 0

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3rd Class, 1st School.

Arithmetic.

Ques. 1. Find by practice the value of 623 articles, at 11*s.* 9½*d.* each?

Ques. 2. If 6⅔ yards of muslin cost 1*l.* 7*s.* 9½*d.*, what will 4⅜ yards cost?

—	No. in Class.	No. right.	No. wrong.	Answers.
				£ s. d.
Ques. 1 -	27	21	6	366 13 2¾
Ques. 2 -	27	24	3	0 18 2$\frac{5}{8}$

The following is a list of the subjects the boys of the first school had been taught, and in which they were prepared to be examined. We examined them ourselves in some of these subjects, and caused them to be examined in our presence by the students of the Normal School in others. We have generally reason to be satisfied with the results.

Subjects for Examination.

1st *School.*

1. Religious Instruction—
   - Acts of Apostles.
   - History of Elijah.
   - Catechism, &c.
2. Arithmetic—
   - Duodecimals.
   - Interest.
   - Proportion, simple and compound.
   - Vulgar Fractions.
   - Decimals.
   - Practice, &c.
3. Grammar—
   - Parsing, Rules of Syntax, and Analysis of Sentences.
4. English History—
   - Charles I.
   - The Commonwealth.
   - Charles II.
   - James II.
   - William III. and Mary.
   - Anne.
5. Geography—
   - Hindostan.
   - Cape Colony.
   - Germany.
   - Prussia.
   - Austria.
   - Denmark.
   - Norway and Sweden.
6. Poetry—
   - Milton, Book I.
   - Goldsmith's Deserted Village.
   - McCleod's Second Book of Poetry.
7. Dictation.
8. Vocal Music.

The method of teaching arithmetic is excellent. It is that known as the "Method by first principles," or "by reduction to the unit;" and, although little used in England, is, I believe, generally in use in America and on the Continent.*

The boys are taught not only to read poetry well, but to understand what they read. For this purpose they use annotated copies of the "First Book of Milton" and of "Goldsmith's Deserted Village."

They have also committed to memory much beautiful poetry. They have a very good general knowledge of geography and of those parts of English history specified as the parts in which they had been instructed.

* Mr. McLeod has published a small manual of this kind of arithmetic, entitled "Examples in Arithmetic by first Principles."

The following were the numbers resident in the asylum at the time of our examination:— APP. VIII. No. 2.

No. of boys present - - -	429
No. of boys in hospital and at the seaside -	39
No. of boys on duty - - - -	4
Total - -	472

The ages of the boys and the numbers of lessons given weekly in each subject to the different classes of the school, are stated in the following tables:—

Model School.

Ages of the Boys.

1st School.

Class.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.	14 to 15.
I.	—	1	3	6	17	6
II.	—	1	4	10	11	2
III.	—	1	5	12	8	3
Totals	—	3	12	28	36	11

2nd School.

Class.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.	14 to 15.
I.	—	1	1	8	9	6	—
II.	—	—	1	6	11	11	1
III.	—	2	1	7	8	9	—
Totals	—	3	3	21	28	26	1

3rd School.

Class.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.
I.	—	3	4	7	10	4
II.	—	2	8	9	5	4
III.	2	5	6	12	3	—
Totals	2	10	18	28	18	8

APP. VIII, No. 2.

4th School.

Class.	7 to 8.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.
I.	—	1	8	8	4	6	2
II.	—	1	7	9	9	3	—
III.	2	2	9	2	4	6	—
Totals	2	4	24	19	17	15	2

5th School.

Class.	5 to 6.	6 to 7.	7 to 8.	8 to 9.	9 to 10.	10 to 11.	11 to 12.
I.	—	—	5	5	10	3	5
II.	—	—	5	5	6	7	5
III.	—	—	7	12	7	—	3
IV.	—	8	9	5	5	4	—
V.	4	5	5	4	—	—	—
Totals	4	13	31	31	28	14	13

N.B.—In addition to the above, 473 in number, there were 4 assisting in the Infant School, and 20 at the Royal Victoria Hospital, Netley. The total strength, therefore, on the 24th June 1869 was 477 boys. The number sick on June 24th was 16.

HENRY MOSELEY.

App. VIII.
No. 2.

TABLE showing the NUMBER of LESSONS in each SUBJECT which are given weekly to each Class.

School.	Class.	Number of Lessons per Week in																				
		Religious Knowledge.	Reading.	Writing on Slates.	Writing in Copy Books.	Writing from Dictation.	Exercises in Composition.	Arithmetic, Slate.	Arithmetic, Mental.	Geography.	English Grammar.	English History.	Object Lessons.	Vocal Music.	Euclid.	Mensuration.	Natural History.	Model Drawing.	Analysis of Sentences, &c.	Poetry, learning. Milton's Paradise Lost, Book I.	Poetry, learning. Goldsmith's Deserted Village.	Poetry, learning. Miscellaneous Pieces.
I.	1	2	1	—	½	¾	1¾	4¾	½	1¼	1	1	—	1	¾	¾	¾	1	1	¾	—	—
	2	2	1½	—	1	1¼	1	4½	½	1¾	1	1½	—	1	—	—	¾	1	1	—	¾	—
	3	2	1½	—	1	1½	1	4¼	½	2	1½	1½	—	1	—	—	¾	1	½	—	—	½
II.	1	2	3	—	1	1	1	5½	1	1½	1½	1½	½	1	—	—	—	—	—	—	—	½
	2	2	3	—	1	1	1	5½	1	1½	1½	1½	½	1	—	—	—	—	—	—	—	½
	3	2	3	—	1	1	½	5½	1½	2	1½	1½	½	1	—	—	—	—	—	—	—	—
III.	1	2	2½	—	2	1½	½	4½	½	2	1½	2	½	1	—	—	—	—	—	—	—	½
	2	2	2½	½	3	1	½	5	½	2	1½	1½	½	1	—	—	—	—	—	—	—	½
	3	2	2½	1	2	½	½	5	½	2	1½	1½	½	1	—	—	—	—	—	—	—	½
IV.	1	1½	3½	½	2	1½	½	5	1	1	1½	1	½	1	—	—	—	—	—	—	—	½
	2	1½	3½	1	2	1½	—	5	1½	1	1½	1	½	1	—	—	—	—	—	—	—	—
	3	1½	4	1	2½	1	—	5	1	1½	1	1	½	1	—	—	—	—	—	—	—	—
V.	1	2½	5	1	1½	1	—	5	2	—	—	—	2	1	—	—	—	—	—	—	—	—
	2	2½	5	1	1½	1	—	5	2	—	—	—	2	1	—	—	—	—	—	—	—	—
	3	2½	5	1	1¼	1	—	5	2	—	—	—	2	1	—	—	—	—	—	—	—	—

APP. IX. No. 1.

APPENDIX IX.—No. 1.

LECTURES.

1868-9.

MEMORANDUM BY MR. MCLEOD.

Detailed accounts of the lectures given to the troops in 1868-9 have been received from 89 regiments, depôts,* &c.

These returns show that 2,122 lectures, readings, &c., were delivered during the season, and that 1,626 and 1,364 lectures were given by officers, chaplains, and army schoolmasters respectively. In addition to the experimental and illustrated lectures, 1,406 in number, there were given 362 readings, 137 concerts, and 217 theatrical performances. In these entertainments officers, army schoolmasters, non-commissioned officers, and men took an active part.

The letters R. C. and Th. P., placed after the stations in the annexed list, denote respectively readings, concerts, and theatrical performances; and the notes in Appendix IX., No. 2, show the stations where the non-commissioned officers and men took part in the concerts and dramatic entertainments.

Stations.	1868-69.		
Aberdeen	R.	—	—
Aldershot	R.	C.	Th. P.
Athlone	R.	—	—
Barbadoes	R.	—	—
Belfast	R.	—	—
Brighton	R.	—	—
Cahir	R.	—	—
Cape Town	—	C.	Th. P.
Chelsea Barracks	—	C.	—
Chester	R.	—	—
Colchester	R.	—	—
Cork	R.	C.	—
Curragh	R.	C.	—
Devonport	R.	C.	Th. P.
Dover	R.	C.	Th. P.
Dublin	R.	—	—
Edinburgh	R.	C.	—
Fleetwood	R.	C.	Th. P.
Fredericton	R.	C.	Th. P.
Gibraltar	R.	C.	Th. P.
Glasgow	R.	—	—
Hounslow	R.	—	Th. P.
Jamaica	R.	—	—
Kilkenny	R.	—	—
King William's Town	R.	—	—
Malta	R.	—	—
Manchester	R.	—	—
Montreal	R.	—	—

* There are several stations from which returns have not yet been received.

Station.	1868–69.		
Newcastle-on-Tyne	R.	—	—
Ottawa	R.	C.	—
Parkhurst	—	C.	—
Portland	R.	—	—
Portsmouth	R.	—	Th. P.
Preston	—	C.	Th. P.
Regent's Park	R.	C.	—
R. V. Hospital, Netley	R.	—	Th. P.
Sheerness	R.	—	—
Shorncliffe	R.	—	—
St. John, N.B.	R.	—	Th. P.
Sydney	R.	—	—
Toronto	—	—	Th. P.
Walmer	R.	C.	Th. P.
Warley	R.	—	Th. P.
Wellington Barracks	R.	—	Th. P.
Winchester	R.	—	Th. P.
Windsor	R.	C.	—
Woolwich	R.	C.	Th. P.
Yokohama	R.	—	Th. P.
York	—	C.	—

The following programme shows the manner in which readings and songs may be combined for the instruction and amusement of the men in camps, garrisons, &c.:—

Entertainment in the Recreation-room, F. Square, on Tuesday, the 9th March, 1869, at 7 p.m.

Reading	Staff Sergt. Greason, R.E.	"Besom Ben" (Waugh).
Part Song	Carabiniers	"The Warrior Norseman" (G. W. Martin).
Song	Sergt. Mulcaster, 63d Regt.	"Come into my Cabin Cock Robin."
Recitation	Sergt. Wilson, A.H.C.	"The one-legged Goose."
Glee	Carabiniers	"The Erl King" (Dr. Calcott).
Song	Corporal Develin, R.E.	"Ten o'Clock."
Reading	Sergt. Smith, 2/17th Regt.	"The Vagabonds."
Song	Sergt. Hanrahan, 18th R.I.	"Terry O'Rann."
	Carabiniers	"God bless the Prince of Wales."

Of the value of such entertainments as the above the editor of "*The Kaffrarian Watchman*" thus writes of readings and songs given to the men of the 9th Regiment, South Africa:—"We cannot "help thinking that the troops are very highly favoured in having "such a class of entertainments provided for them to which they "and their families are admitted *free of any charge.*" And again: "—"We do not usually like repeating, but cannot help congra- "tulating all concerned upon the successful results attending the "establishment of military recreations in our town, where the "conduct and appreciation of the men, coupled with the zeal and "ability of the performers, would do credit to those who are apt "to misunderstand the tastes and underrate the abilities of our "gallant defenders."

APP. IX. No. 1.

There is a decrease in the number of experimental lectures. The returns for 1867–8 gave 133 lectures; those for 1868–9 show that 87 were delivered, giving therefore a decrease of 46 lectures. This falling off is to be regretted as scientific lectures are most valuable, and are highly appreciated by the men.

The following are the stations at which lectures on chemistry, electricity, galvanism, &c., were delivered:—

1. Aberdeen.
2. Aldershot.
3. Chatham.
4. Curragh Camp.
5. Dublin.
6. Devonport.
7. Edinburgh.
8. Gibraltar.
9. Maidstone.
10. Parkhurst.
11. Portsmouth.
12. Preston.
13. Quebec.
14. Sheerness.
15. Woolwich.

That some idea may be formed of the nature of the lectures for which slides were not provided, the titles of some of those given are appended.

A.—Illustrated by Diagrams, Maps, Plans, &c.

1. Military History of the Romans.
2. Wonders of the Stars.
3. Carles XII. of Sweden.
4. Abyssinia and its Inhabitants.
5. The Road and the Rail.
6. Persecutions of the early Christians.
7. Music in Creation.
8. Reminiscences of the Crimea.
9. The Battle of Waterloo.

B.—Not Illustrated.

1. The Secret of Contentment.
2. Advantages of Military Service.
3. The Wit and Wisdom of Popular Proverbs.
4. Poverty and Genius.
5. Conquest of the Saracens.
6. Comets and their Relation to the Planetary System.
7. Wit and Humour of various Nations.

C.—Illustrated by Experiments.

1. Flame and the Davy Lamp.
2. Chemistry of the Air.
3. Wonders of Water.
4. Chemistry of Fermented Liquors.
5. Lucifer Matches.
6. Static Electricity.
7. The Electric Telegraph.

To afford facilities for the delivery of experimental lectures on science, a complete set of apparatus on frictional electricity has been

provided for use in garrisons, &c. This apparatus is lent to any station for a period not exceeding three weeks. The stations to which it has already been sent on application are Warley, the Tower, Windsor, and Shorncliffe.

Since the publication of the last report *additional sets of slides* on various subjects have been sent to Halifax, N.S., Barbadoes, the Cape of Good Hope, Yokohama, and Gibraltar; apparatus for lectures on science to Gibraltar, Portsmouth, Edinburgh, and Woolwich; *lanterns for oil* to Leeds, Bury, Gosport, Waterford, Kinsale, Bristol, Bermuda, Templemore, Fleetwood, Longford, St. John's (Newfoundland), and Yokohama; and *lanterns fitted with apparatus for the oxycalcium light* to Parkhurst, Newport (Mon.), and Preston.

In addition to the boxes of slides in regular circulation to the various stations, *extra sets of slides* were forwarded on application to Chester, Longford, Manchester, Netley, Shoeburyness, Cahir, Fleetwood, Wellington Barracks, Royal Military College, Parkhurst, Portland, Portsmouth, Woolwich, Chatham, Brighton, Newport, Bristol, and Colchester. These additional sets were required chiefly for the amusement of the children attending the regimental and garrison schools on fête days and at Christmas time.

There are 56 stations at home and 69 abroad, exclusive of those in India, where lectures were delivered to the troops during the season 1868–69; and to provide illustrations for the lectures at the home stations, there are in circulation 6 *sets of diagrams* and 65 *boxes of slides* on interesting and instructive subjects, besides 20 *boxes of slides* illustrative of nursery and other tales chiefly for the amusement of children, although it is found that the men and the parents of the children take as much interest in these tales as the children themselves.

Separate sets of slides are provided for the stations abroad, where the boxes do not circulate; and *sets for circulation* are, from time to time, sent to Canada, Ceylon, Gibraltar, and Malta. In reply to the requisitions from abroad the following new sets were supplied:—

1. Halifax, N.B.—The French Revolution. Ireland, box 1. The Overland Route.
2. Barbadoes. — Views in Scotland, box 2. Hans in Luck. The Musicians of Bremen.
3. Yokohama. — Natural History. China and the Chinese. Wild Sports of the World.
4. The Cape. — Medals of the British army, box 2. South America. Japan and the Japanese.
5. Gibraltar. — Natural History. The French Revolution. Hans in Luck. The Tale of a Tub. The Musicians of Bremen. Sinbad the Sailor, &c.

The following *new sets of slides* have been added to those in circulation since the issue of the last report:—

1. Natural History, box 3.
2. Our Land: Past and Present.
3. Views in Italy.
4. Rome and its Ruins.
5. Views in Denmark.
6. Views in Scotland, box 3.
7. Tom Thumb.
8. Jack the Giant Killer.
9. Robinson Crusoe.

App. IX. No. 1.

Detailed lists of the slides in each of the above sets will be found in the "Third supplementary list of slides on history, geography, "&c., issued under the direction of the Council of Military Educa- "tion, for the illustration of lectures to the troops at home and "abroad."

The lectures, as may be seen from Appendix IX., No. 2, have been well attended both by adults and by children; and commanding officers and others speak highly of the labours of the army schoolmasters, and of the means provided by the War Department for the amusement and the improvement of the troops, both at home and abroad.

Appended are extracts from the returns as to the value of the lectures, &c.:—

"The lectures were very popular with the men in the garrison, who were very attentive and conducted themselves becomingly."

"Each lecture was well attended by men of all corps, with their wives and children; also by many officers and their families. Selections of music were performed by the band, and select songs were sung by the children, teachers, and soldiers."

"The attendance was highly satisfactory, and the concerts evidently much appreciated."

"During the delivery of these lectures the audience was most attentive, and appeared to be interested in the efforts made to amuse and instruct them."

"These lectures have afforded both instruction and amusement to the men, the attendance being so good that not half enough accommodation could be provided."

"I still retain the opinion I formed at first, namely, that lectures are a source of profitable amusement to soldiers and their families. To an intelligent, though imperfectly educated mind, they induce a desire for further information, which can only be obtained by reading; and this of itself proves a powerful inducement to the men to stay in barracks and gratify such desire, the library furnishing the means."

It is needless to multiply extracts from the various returns. The above are sufficient to show the importance of the agencies employed for the benefit of the troops; and the greater the scope afforded by means of libraries, lectures, and other educative agencies, for the mental and the moral improvement of the soldier and his children, the better will it be both for the army at large and for the general community.

APPENDIX IX.—No. 2.

STATEMENT of LECTURES given to the TROOPS in the Winter of 1868–69.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings.	Concerts.	Theatrical Entertainments.	Total Number.	Estimated Number at each Lecture.	
								Adults.[1]	Children.[1]
Aberdeen	1	1	11[2]	2	—	—	15	73 to 130	15 to 49
Aldershot	2	9	201[3]	57	41	16	326	60 „ 500	15 „ 150
Athlone	—	—	5	2	—	—	7	4 „ 15	35 „ 41
Barbadoes:—									
4th West India Regt., &c.	—	—	8	1	—	—	9	150 „ 260	30 „ 65
2nd Batt., 16th Regt. R.A.	—	—	4	3[4]	—	—	7	720 „ 790	120 „ 210
Belfast	—	—	8	8	—	—	16	10 „ 400	23 „ 70
Bombay (Coloba)	—	—	19	—	—	—	19	80 „ 300	—
Brighton	—	—	9	3	—	—	12	47 „ 76	8 to 16
Buttevant	—	—	7	—	—	—	7	45 „ 78	40 „ 58
Cahir	—	—	8	2	—	—	10	30 „ 100	30 „ 45
Canterbury	—	—	12	—	—	—	12	50 „ 150	10 „ 120
Cape Town	—	—	2	—	2	9	13	170 „ 186	15 „ 21
Carlisle	—	—	8	—	—	—	8	12 „ 30	2 „ 23
Chatham:—									
1st Depôt Battalion	—	—	14	—	—	—	14	10 „ 50	6 „ 70
2nd Depôt Battalion	—	—	15	—	—	—	15	20 „ 100	20 „ 150
3rd and 10th ditto	—	—	12	—	—	—	12	50 „ 100	40 „ 100
Chelsea Barracks	—	—	—	—	4	—	4[5]	1,000	—
Chester	—	—	19	1	—	—	20	30	20
Colchester	—	—	31	2	—	—	33	2 „ 280	6 to 50
Cork	—	—	11	4	4	—	19	60 „ 180	70 „ 90
Curragh Camp	—	—	39	11	10	—	60[6]	40 „ 200	12 „ 50
Devonport and Plymouth	—	—	43	1	2	12	58	10 „ 150	15 „ 120
Dover:—									
Citadel Barracks	—	—	7	—	—	—	7	7 „ 29	30 „ 38
1/4; 17th Reg.; 94th Reg.	2	—	18	—	4	9	33	22 „ 250	20 „ 80
17th Brigade, R. A.	2	—	4	—	47	8[8]	19[9]	52 „ 250	59 „ 79

[1] The minimum and maximum numbers are given.

[2] One lecture by the Rev. Mr. Keay, and one by Mr. Laing. In addition to the regular lectures there were social entertainments, at which readings and addresses were given by the Rev. Dr. Longmuir, the Rev. G. Grey, and Messrs. Laing and Clarke.

[3] One lecture by Private Kehoe, 1/20 Foot; readings by the officers, non-commissioned officers, schoolmasters, and others; theatrical performances by the officers, of the Divisional Dramatic Club; experimental lectures by Professors Hambling, Beaumont, and Montague; and an assault of arms by Serjeant Major Tarbottom.

[4] School songs were sung by the children, teachers, and soldiers; and one lecture was illustrated by music (as well as by magic lantern) specially composed by Mr. Hartung, band master, 16th Regiment.

[5] Glees, madrigals, &c. by Schoolmaster Allen and the glee class 1st Battalion Coldstream Guards.

[6] There were, in addition, 11 microscopic and magic lantern exhibitions; readings by officers, and theatrical performances by men of the Military Train and the 63rd Regiment: and concerts by the band of 1/21 Regiment.

[7] Readings by Mr. Holden; two concerts by the Rev. W. Sykes and friends.

[8] Given by the Brigade Amateur Dramatic Club.

[9] Brigade singing class performed at each lecture. Two officers and several sergeants of the Brigade, together with Schoolmaster Bacon, took an active part in the solo singing. Lieut. Rawlins, R.A., kindly lent and presided at pianoforte.

APP. IX. No. 2.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings.	Concerts.	Theatrical Entertainments.	Total Number.	Estimated Number at each Lecture.	
								Adults.	Children.
Dover:—									
91st Highlanders	—	—	6	—	—	—	6	7 to 29	30 to 40
27th Foot	—	—	8	1	—	—	9	20 „ 93	22 „ 65
Dublin	1	—	61	3	—	—	64	30 „ 250	20 „ 480
Edinburgh	1	—	41	31	6	—	79	10 „ 150	10 „ 60
Fermoy	—	—	3	—	—	—	3	120 „ 200	—
Fleetwood	—	—	4	8	3	13[1]	28	150 „ 300	18 „ 24
Fredericton, N.B.	1	—	—	6	2[2]	6[3]	15	75 „ 110	8
Gibraltar	—	—	49	16	2[4]	2	69	20 „ 160	4 „ 50
Glasgow	—	—	6	1	—	—	7	12 „ 50	9 „ 20
Halifax, N.S.:									
1st Battalion, 16th Regt.	—	—	8	—	—	—	8	100	—
30th Regiment	—	—	5	—	—	—	5	25 „ 80	18 „ 40
Hounslow	—	—	9	2	—	12	23	20 „ 200	55 to 60
Jamaica									
3rd West India Regt.	—	1[5]	—	—	—	—	1	—	—
84 Regiment and R.A.	—	—	—	6	—	—	6	260 „ 370	—
Kilkenny	—	—	8	6	—	—	14[6]	20 „ 240	20 „ 60
King William's Town, South Africa:—									
1st Battalion, 9th Regt.	—	—	3	3[7]	—	—	6	230 „ 280	20 to 30
Garrison and 1/9th Regt.	—	—	6	2	—	—	8	180 „ 310	—
Cape Mounted Riflemen	—	—	12	—	—	—	12	120	15
Kingston, Ontario	—	—	4	—	—	—	4	11 „ 93	35 „ 75
Limerick	—	2[8]	7	—	—	7	16	20 „ 150	10 „ 70
London, Ontario	—	1	11	—	—	—	12	30 „ 50	28 „ 32
Longford	—	—	10	—	—	—	10	40	10
Maidstone	1	—	14	—	—	—	15[9]	6 „ 40	5 to 48
Malta:—									
48th and 87th Regiment	—	—	3	3	—	—	6	40 „ 150	—
52nd and 46th Reg. & R.A.	—	—	14	5	—	—	19	70 „ 210	—
Manchester and Bury	—	—	35	20	—	—	55	12 „ 140	8 to 30
Montreal:—									
78th Regiment	—	—	10	1[10]	—	—	11	50 „ 200	—
69th ditto	—	—	5	—	—	—	5	30 to 120	—
1st Batt., 60th Royal Rifles	—	—	20	—	—	—	20	90 „ 200	—
3rd Brigade, R.A.	—	—	35	—	—	—	35	43 „ 107	—
Newcastle-on-Tyne	—	—	6	2[11]	—	—	8	15 „ 100	30
Ottawa, Ontario:									
1st Batt., Rifle Brigade	—	—	42	73	8	—	123	35 „ 96	5 to 36

[1] By the officers, non-commissioned officers, and men of the 80th Regiment.
[2] and [3] By the non-commissioned officers and men under direction of Sergeant Major Kelly, 1/22 Regiment.
[4] One of the concerts by the ladies of Col. Maberly's family. The theatrical entertainments by the officers and non-commissioned officers of the 28th Regiment.
[5] By Rev. Mr. Pierce.
[6] The band of the 44th Regiment played several selections at each entertainment; songs, &c. were also sung by officers, non-commissioned officers, and men; readings by officers and non-commissioned officers, and others.
[7] Readings, recitations, songs, &c. by non-commissioned officers and men.
[8] One by the Dean of Limerick; theatrical entertainment by Sergeant Major Allan and Lance Corporal A. Bennett.
[9] This includes three exhibitions of dissolving views.
[10] Reading by Assistant Commissary General Palmer.
[11] Readings by Schoolmaster Ship and sergeants of 2/22 Regiment.

Stations.	Lectures by Officers.	Lectures by Chaplains.	Lectures by Schoolmasters.	Readings.	Concerts.	Theatrical Entertainments.	Total Number.	Estimated Number at each Lecture.	
								Adults.	Children.
Parkhurst	1	—	14	—	1	—	16	20 to 300	20 to 100
Pembroke Dock	—	—	7	—	—	—	7[1]	50 „ 300	—
Portland	—	3	9	3	—	—	15	38 „ 175	12 to 40
Portsmouth and Gosport	—	2	68	30	—	4	104	16 „ 350	12 „ 56
Preston	—	—	10	—	2[2]	4[2]	16	40 „ 280	40 „ 60
Quebec	1	—	8[3]	—	—	—		40 „ 130	8 „ 15
Regent's Park	—	—	7[4]	2	2	—	11	15 „ 120	65 „ 83
Royal Hibernian Schools	—	—	5	—	—	—	5	—	200
Royal Military Asylum	—	—	26[5]	—	—	—	26	40 to 50	200 „ 220
Royal Military College	—	—	1	—	—	—	1	12	40
Royal Victoria Hospital, Netley	4	—	10	2	—	4	20	130 to 250	50 to 100
Sheffield	—	—	8	—	—	—	8[6]	23 „ 120	44 „ 80
Sheerness	—	—	16	1	—	—	17	10 „ 52	29 „ 120
Shorncliffe:—									
10th Depôt Battalion	—	—	8	—	—	—	8	80 „ 150	50 „ 170
12th ditto ditto	—	—	8	8	—	—	9	60 „ 150	20 „ 350[7]
St. John, P.Q.	—	1	4	—	—	—	5	100 „ 120	40 „ 60
St. John, N.B.	—	—	—	4	—	32	36[8]	200 „ 300	—
St. John's, Newfoundland	1	—	9	—	—	—	10	20 „ 81	30 to 100
Sydney	—	4	5	1	—	—	10	57 „ 125	49 „ 51
Toronto, Ontario:—									
29th Regiment	—	—	42	—	—	—	42	30 „ 90	15 „ 20
13th Hussars	—	—	21	—	—	12[9]	33	30 „ 250	18 „ 120
New Fort	—	—	17	—	—	—	17	15 „ 105	7 „ 55
Walmer	—	—	7[10]	2	5	5	19	100 „ 600	80 „ 100
Warley	—	—	14	1	—	11	26	80 „ 200	—
Wellington Barracks:									
1st Batt., S. F. Guards	—	—	4	—	—	—	4	70 „ 100	90
1st Batt., Gren. Guards	—	—	5	2	—	4	11	14 „ 95	15 to 68
Winchester	—	—	11	9[11]	—	12[11]	80	50 „ 550	45 „ 60
Windsor:—									
Infantry Barracks	—	—	5	—	—	—	5	100 „ 200	45 „ 50
1st Life Guards	—	—	18	6	3	—	27	14 „ 280	8 „ 43
Woolwich	—	1	16	4	20	25[12]	66	78 „ 100	10 „ 30
Yokohama, Japan	—	—	2	8[13]	—	—	10	50 „ 250	15 „ 30
York	—	—	8	—	2	21	31	5 „ 25	40 „ 50

[1] Omitted in last report.
[2] Given by non-commissioned officers and men.
[3] Four lectures by J. Ahern, Esq.
[4] Two lectures by Lance-Corporal A. Collins.
[5] Given by the masters and the students of the model schools.
[6] Vocal and instrumental music, at all the lectures, by the Children's Glee Class, 14th Depôt Battalion.
[7] A lecture given to the children of the garrison.
[8] Readings by J. Boyd, Esq.; theatrical performances by the Dramatic Club of the Battalion, in a theatre built by themselves for the purpose.
[9] By the Amateur Company, 13th Hussars.
[10] One lecture by Staff Sergeant Jones, and one by Colour Sergeant Laverock.
[11] The entertainments, (readings, songs, &c.) were given by ladies, officers, non-commissioned officers, and men.
[12] The theatrical performances by the officers and non-commissioned officers Royal Artillery; concerts by the band of Royal Artillery; and the readings by the non-commissioned officers.
[13] Instrumental and vocal music, at the readings, &c., by volunteers of the band, and by non-commissioned officers of 1/10 Foot, and a sapper of the Royal Engineers.

App. IX.
No. 3.

Appendix IX.—No. 3.

Names of Superintending and Army Schoolmasters who have given Lectures during the Season of 1868–9.

Stations.	Lecturers.	No. of Lectures, &c.
Aberdeen	J. Anderson	7 lectures.
Aldershot	Sup. Schm. J. Belling, B.A.	16.
	F. Fowler	35, including 8 microscopic exhibitions.
	Hobbs	33 „
	Scholvien	13 „ 1 reading.
	Astbury	13.
	Winter	10 „ 4 readings.
	Hickling	10 „ 3 „
	Wheeler	9.
	Rix	9.
	Carson	9.
	M'Lean	5 and 3 concerts.
	Smears	8, including 6 readings, &c.
	Perkins	7 „ 1 reading.
	Coo	6.
	Taylor	5.
	Hamilton	4.
	Henry	2.
Athlone	J. Kavanagh	5 and 2 concerts.
Barbados	Js. Davis	8 and 1 concert.
	John Porter	7, including 3 readings.
Belfast	J. Howard	8 and 8 readings.
Bombay (Colaba)	W. Bartram	19.
Brighton	J. Hayes	7.
	Miss Robinson	2.
Buttevant	Burns	7.
Cahir	E. Annett	8 and 2 readings.
Canterbury	Bolus	12.
Cape Town	R. Raymer	2.
Carlisle	T. Macmahon	8.
Chatham	D. McIlheron	11.
	A. J. Baillie	4.
	T. Polden	4.
	T. W. Docherty	10.
	A. Parsons	9.
	F. Alderton	2.
Chelsea Barracks	Allen	4 concerts.
Chester	F. J, Major	19.

Stations.	Lecturers.	No. of Lectures, &c.
Colchester	Stapley	9 and 2 readings.
	Bell	9 and 1 reading.
	Wroughton	7.
	Williams	6.
Cork	M. Black	7.
	M. Loftus	2.
	W. Bryan	2.
Curragh Camp	Sup. Schm. G. Robertson	19 and 4 magic lantern exhibitions.
	W. Halfpenny	6.
	G. Holland	8 and 7 microscopic exhibitions.
	W. Bryan	1.
	Fletcher	2.
Devonport	Sup. Schm. Savage	20.
	Venner	11.
	Ovens	5.
	Cochrane	7.
Dover	Sup. Schm. Stewart	6.
	W. Masterson	4.
	Carthew	8.
	Marshall	8.
	Bacon	4 and an active part in solo singing.
	Louis Matthews	7 and 1 reading.
Dublin	Sup. Schm. Newsom	31.
	Bird	3.
	Morgan	7. Gave lecture on Japan in R. H. M. schools by special request, and took part in 3 readings.
	Gilbert	6 and took part in 3 readings.
	Lowry	3.
	Wells	4.
	Shields	2.
	Fletcher	4.
	Green	1.
	Porter	Took part in 3 readings.
Edinburgh	Sup. Schm. C. Carnegie	24 and 19 readings.
	McEwen	7 and 5 „
	Brown	1 and 1 reading.
	Wilson	3 and 5 readings.
	Act. Schm. Moran	3.
Fermoy	C. Wilson	2.
	W. B. Aldwell	1.
Fleetwood	McElwee	4 and 8 readings.
Fredericton, N.B.	W. R. Hall	Took part in 6 readings.
Gibraltar	Gell	15.
	Macartney	11.
	Gillmore	10.
	Bell	4.
	McCormack	11.
	Dunnett	14.

APP. IX. No. 8

Stations.	Lecturers.	No. of Lectures, &c.
Glasgow	J. Hopkins	6.
Halifax, N. S.	E. Bramhall	8.
	R. Waters	5.
Hounslow	J. S. Abbott	9.
Jamaica	G. Ruggles	6 readings and vocal music.
Kilkenny	B. White	8.
King William's Town, Cape.	G. Curtis	11 and 3 readings and concerts.
	J. Northway, Cape Rifles	12.
Kingston, Canada	Mallandain	4.
Limerick	Belling	7.
London, Ontario	Sup. Schm. S. Stockham	7.
	A. McMahon	1.
	Corp. Downey	1.
	Corp. Leake	8.
Longford	J. B. Eldridge	10.
Maidstone	Goadby	11.
Malta	Scarlett	1.
	Stubbs	2.
	Henderson	5 and 4 readings.
	Moore	1.
	Murray	3.
	Boland	2 and 4 readings.
	Compton	3.
Manchester and Bury.	Stevenson	20.
	Hill	9.
	Bass	6 and 5 readings; also took part in 6 readings. 3 readings at Aldershott, and 4 at Manchester omitted in last report.
	Brown	3 readings in 1867-68.
Montreal	Sup. Schm. J. Little	37.
	McMahon	3.
	Fleming	7.
	Myles	12.
	Hebb	10.
Newcastle-on-Tyne.	Ship	6 and took part in 2 readings.
Ottawa, Ontario	James Foster	42.
Parkhurst	James M'Lean	14.
	Mrs. and J. M'Lean	1.
Pembroke Dock	McArdle	7 omitted in last report.
Portland	J. W. Stewart	12.
Portsmouth, Gosport, &c.	Sup. Schm. R. Kirk	15 and took part in 12 readings, &c.
	Carroll	4 and took part in 5 readings.

Stations.	Lecturers.	No. of Lectures, &c.
Portsmouth, Gosport, &c.	Mrs. Carroll	Took an active part in 10 readings and concerts.
	R. Palmer	11 and took part in 7 readings and 3 dramatic performances.
	Walker	5 and took part in 3 readings.
	W. Bacon	14.
	Weller	7 and took part in 5 musical entertainments.
	Berresford	8.
	W. J. Brown	4 lectures on the Battle of Waterloo, illustrated by large drawings made by himself.
Preston	H. Colquhoun	9.
	J. James	1.
Quebec	T. Davidson	4.
Regent's Park	A. Douthett	5.
Royal Hibernian Military Schools	Mr. Gibbons	1.
	Mr. Morgan	1.
	Mr. Young	1.
	Mr. Hoskins	1.
	Mr. Stritch	1.
Royal Military College.	H. Keley	1.
Royal Victoria Hospital, Netley.	Cooper	10.
Sheffield	R. Bateman	3.
	A. Capon	4.
	M. Treacy	1.
Sheerness	Lowman	16 and took part in 1 reading.
Shorncliffe	F. Alderton	5.
	D. McKay	7.
	A. Parsons	3.
	Aldwell	1.
St. John, Prov. Quebec.	A. Robertson	4.
St. John's, Newfoundland.	Hicks	9.
Sydney	J. R. Gunn	5 and 1 reading.
Toronto	Sup. Schm. S. Stockham	56.
	P. H. Clarke	8.
	W. Fryer	12.
	Flood	4.
Walmer	E. Giles	4.
	Shields	1.
Warley	Stanton	14.
Wellington Barracks.	Sup. Schm. T. Earp	2.
	„ J. Newsom	1.

APP. IX.
No. 3.

Stations.	Lecturers.	No. of Lectures, &c.
Wellington Barracks.	W. Richardson	3.
	A. Thomson	3.
Winchester	G. Rice	6.
	C. Marshall	5.
Windsor	Minnion	5.
	John Pollard	18.
Woolwich	Sup. Schm. J. Grant	4.
	Thacker	3.
	Rogers	9.
Yokohama	Kidd	2 and 8 readings.
York	T. Short	8.

APPENDIX X.

LIST OF ARMY LIBRARIES, 1868-9.

GARRISON LIBRARIES.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1869.	No. of Volumes circulating during the Year 1868-9.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds.		
				£	s.	d.
Aberdeen	6	1,092	4,096	20	7	6
Adelaide	3	499	2,353	9	13	7
Alderney	3	486	1,740	3	0	0
Aldershot	130	9,790	22,134	173	18	3
Ashton	5	336	896	5	0	0
Athlone	11	1,704	5,744	22	12	6
Ayr	2	336	2,489	7	3	10
Bahamas	—	126	—		—	
Ballincollig	—	649	30		—	
Barbadoes	12	2,494	1,373	20	19	0
Bathurst	2	501	280	8	1	8
Belfast	9	1,304	3,961	8	15	0
Bermuda	21	2,044	4,409	30	2	0
Birmingham	2	529	760	6	11	3
Birr	2	1,494	2,275	2	0	0
Bradford	2	89	427	1	10	0
Brighton	4	430	2,573	11	7	6
Burnley	2	541	363	4	0	0
Bury	4	326	2,529	8	10	0
Buttevant	7	1,238	3,350	17	12	6
Cahir	4	499	2,150	12	12	6
Canterbury	12	2,510	3,078	21	2	6
Cape Coast Castle	4	451	194	13	2	6
Cape Town	13	1,724	1,730	23	5	6
Carlisle	3	150	138	3	0	0
Ceylon	24	4,020	7,030	35	2	6
Chatham	48	6,216	26,766	41	16	2
Chester	5	496	2,763	5	10	0
Chichester	8	554	1,525	6	0	0
Clonmel	4	524	3,374	12	19	6
Colchester	32	2,277	5,706	41	17	6
Cork	15	2,092	2,240	14	10	4
Coventry	2	337	587	7	8	3
Curragh	50	4,406	11,722	67	16	2
Demerara	2	928	—	1	10	0
Devonport	29	4,249	9,219	28	15	0
Dorchester	1	543	950	1	0	0
Dover	32	3,129	6,253	34	4	8
Dublin	64	7,697	10,381	75	19	7
Dundalk	7	535	3,169	16	12	6
Edinburgh Castle	10	1,494	4,257	7	10	0
Edinburgh, Piershill Barracks	3	1,090	2,130	9	18	0
Enniskillen	4	761	2,012	14	4	6
Exeter	—	408	—		—	
Fermoy	14	2,043	3,465	23	12	6
Fleetwood	6	491	398	5	5	0

APP. X.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1869.	No. of Volumes circulating during the Year 1868-9.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds. £	s.	d.
Fort Beaufort	10	648	1,323	17	2	6
Fort George	6	484	1,272	6	15	10
Fredericton	10	850	2,954	12	5	6
Gibraltar	50	5,864	6,368	68	8	4
Glasgow	5	1,543	2,615	14	13	6
Graham's Town	9	874	2,358	18	11	1
Guernsey	8	1,243	862	7	14	3
Halifax, N. S., Citadel	10	1,161	4,302	16	16	6
Halifax, N.S., Wellington Barracks	10	1,150	3,850	19	2	0
Hamilton, Canada	4	1,117	560	3	10	0
Hamilton, N. B.	4	501	2,307	12	10	0
Hobart Town	3	1,832	1,147	12	2	6
Hong Kong	11	2,017	2,960	21	2	6
Horfield	4	580	600	3	0	0
Hounslow	5	673	3,229	11	8	2
Hythe	4	—	—	7	0	0
Ipswich	—	533	—		—	
Isle of Man	—	488	293	0	7	11
Jamaica	19	2,234	3,618	27	17	0
Jersey	5	1,081	2,536	13	7	6
Kilkenny	4	823	2,793	14	17	6
King William's Town	12	1,683	1,266	20	2	0
Kingston, Canada	9	1,365	962	19	3	4
Kinsale	6	590	2,380	11	5	0
Leeds	5	281	506	7	13	6
Limerick	14	2,688	3,164	21	13	6
Liverpool	—	343	—		—	
London (Tower)	—	498	563	1	15	4
London, Canada	5	719	980	3	5	0
Londonderry	3	348	1,522	5	18	9
Longford	2	490	241	3	15	0
Maidstone	2	752	1,835	11	2	6
Malta	60	6,553	10,218	60	0	0
Manchester, Hulme	6	762	1,808	13	17	0
Manchester, Salford	10	1,540	6,238	19	2	6
Mauritius	10	2,140	1,570	26	12	6
Melbourne	5	775	2,570	5	5	0
Montreal	48	2,277	6,938	55	5	0
Mullingar	3	858	1,555	4	5	0
Natal	4	859	1,343	17	12	8
Newbridge	10	949	1,981	19	17	6
Newcastle	4	771	1,731	13	2	6
Newfoundland	3	780	2,565	19	9	8
Newry	3	706	1,854	10	6	0
Norwich	1	269	1,077	5	12	8
Paisley	3	559	975	4	10	2
Parkhurst	18	2,427	12,520	32	7	6
Pembroke	17	2,114	2,634	24	16	4
Perth	3	515	1,990	12	3	2
Portsmouth	53	6,423	6,074	57	2	8
Portland	7	338	6,390	7	7	9
Preston	14	1,697	10,529	24	7	6
Quebec	20	1,682	1,718	29	3	11
Sheffield	10	1,683	5,909	17	19	0

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1869.	No. of Volumes circulating during the Year 1868-9.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds. £ s. d.
Shorncliffe	86	4,044	11,160	37 15 0
Sierra Leone	6	529	45	7 11 6
Spike Island	10	1,148	2,629	13 11 0
Stirling	4	1,291	3,728	11 2 0
St. Helena	4	1,213	3,237	18 8 9
St. John, New Brunswick	11	1,409	5,501	31 16 9
St. Lucia	—	636	—	—
Sunderland	3	474	444	8 3 0
Sydney	6	2,080	3,235	17 2 6
Templemore	3	1,349	2,174	3 0 0
Toronto	14	1,212	3,120	25 1 8
Tralee	2	357	1,119	2 15 0
Trinidad	2	1,077	1,316	8 10 6
Tynemouth	3	502	415	3 0 0
Walmer	12	1,723	3,030	19 10 6
Warley	5	3,426	4,655	18 13 11
Waterford	7	807	1,092	15 12 0
Weedon	6	854	3,014	15 3 6
Weymouth	5	413	1,196	9 6 3
Winchester	16	1,839	7,277	24 18 10
Woolwich	9	719	1,264	18 9 2
Yokohama	10	1,132	2,613	21 12 6
York	8	1,226	2,299	14 12 0
Total Garrison Libraries	1,351	177,222	387,135	2,126 8 7

Royal Artillery Libraries.

Alderney	1	423	1,112	7 8 9
Barbadoes	1	926	620	1 0 0
Bermuda	2	531	1,329	6 14 7
Dover	8	1,074	4,151	5 17 6
Dublin	3	1,473	1,750	6 19 3
Gibraltar	8	1,518	4,471	9 15 5
Halifax, N. S.	3	1,515	4,010	2 0 0
Jamaica	2	458	2,220	7 15 10
Jersey	1	531	1,016	1 9 0
Leith Fort	1	827	1,253	2 6 1
Malta	8	1,895	11,132	26 0 0
Mauritius	2	737	1,198	6 15 4
Plymouth	5	1,250	5,841	21 19 3
Portsmouth	7	803	3,320	13 15 11
Quebec	4	967	2,789	33 5 2
Sheerness	5	1,575	9,590	23 7 5
Shoeburyness	3	1,123	3,921	13 4 0
Shorncliffe	2	973	2,443	3 5 5
St. Helena	3	711	3,967	8 6 4
Woolwich, Non-Commissioned Officers	19	5,795	20,800	74 8 4
Woolwich, Gunners	19	3,910	14,963	2 5 4
Total Royal Artillery Libraries	107	29,015	101,896	277 18 11

APP. X.

Station.	No. of Companies.	No. of Volumes in the Library 31st March 1869.	No. of Volumes circulating during the Year 1868-9.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds.
ROYAL ENGINEER LIBRARIES.				
				£ s. d.
Aldershot	3	706	4,015	5 13 6
Bermuda	4	207	917	—
Chatham	8	2,499	9,540	82 18 6
Dublin	1	2,023	1,330	18 3 6
Guildford	1	1,117	662	3 14 0
Halifax, N.S.	2	568	1,081	8 6 2
Inverness	1	704	351	4 16 1
King William's Town	2	672	2,240	7 13 4
Malta	2	874	2,374	9 3 8
Mauritius	1	789	467	—
Portsmouth	1	311	533	2 2 0
Southampton	1	1,460	1,138	17 2 2
Woolwich	2	490	782	2 10 6
Total Royal Engineer Libraries	29	12,420	25,430	162 3 5
Total Garrison Libraries	1,351	177,222	387,135	2,126 8 7
Total Royal Artillery Libraries	107	29,015	101,896	277 18 11
Total Royal Engineer Libraries	29	12,420	25,430	162 3 5
GENERAL TOTAL	1,487	218,657	514,461	2,566 10 11

APPENDIX XI.

LIST of REGIMENTAL RECREATION ROOMS, 1868–9.

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
1st Dragoon Guards	Sheffield	1	No	135
2nd „	Bombay.			
3rd „	Chichester	2	No	272
4th „	Shorncliffe.	2	Yes	344
5th „	Aldershot	2	Yes	264
6th „	Longford	1	Yes	217
7th „	Colchester	1	Yes	325
1st Dragoons	Dublin	2	Yes	438
2nd „	Cork	2	Yes	297
	Cahir	1	Yes	
3rd Hussars	Bombay	1	No	378
4th „	Bengal.			
5th Lancers	Ditto.			
6th Dragoons	Manchester	2	No	404
7th Hussars	Bengal.			
8th „	Edinburgh	1	No	317
	Hamilton	2	No	
9th Lancers	Newbridge	2	Yes	494
10th Hussars	Aldershot	2	Yes	331
11th „	Bengal.			
12th Lancers	Dundalk	1	Yes	302
13th Hussars	Toronto	1	No	400
14th „	Dublin	1	Yes	451
15th „	York	2	Yes	398
16th Lancers	Madras.			
17th „	Hounslow	2	No	368
18th Hussars	Madras.			
19th „	Bengal.			
20th „	Ditto.			
21st „	Ditto.			
Military Train	Aldershot	3	Yes	475
	Curragh	1	Yes	141
	Dublin	1	Yes	123
	Woolwich	2	Yes	303
Grenadier Guards, 1st Batt.	Dublin	2	No	543
„ „ 2nd „	Windsor	2	No	667
„ „ 3rd „	Chelsea	1	No	633
Coldstream Guards, 1st „	Ditto.	1	Yes	512
„ „ 2nd „	Tower	2	No	377
Scots Fusil. Grds., 1st „	London	2	No	685
„ „ 2nd „	Ditto	2	No	511
1st Foot, 1st Batt.	Madras.			
„ 2nd „	Bombay.			

APP. XI.

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
2nd Foot, 1st Batt.	Bombay.			
„ 2nd „	Aldershot	2	Yes	463
3rd Foot, 1st „	Bengal.			
„ 2nd „	Devonport	1	Yes	391
4th Foot, 1st „	Dover	1	Yes	93
„ 2nd „	Dublin	2	Yes	331
5th Foot, 1st „	Bengal.			
„ 2nd „	Aldershot	2	No	308
6th Foot, 1st „	Bengal.			
„ 2nd „	Aldershot	2	Yes	476
7th Foot, 1st „	Bengal.			
„ 2nd „	Bury	1	No	255
8th Foot, 1st „	Bombay.	2	Yes	537
„ 2nd „	Aldershot	2	Yes	398
9th Foot, 1st „	King William's Town	1	No	312
„ 2nd „	Dublin	2	Yes	271
10th Foot, 1st „	Japan	1	Yes	358
„ 2nd „	Madras.			
11th Foot, 1st „	Bengal.			
„ 2nd „	Graham's Town	1	No	211
12th Foot, 1st „	Aldershot	2	Yes	390
„ 2nd „	Bengal.			
13th Foot, 1st „	Gibraltar	2	Yes	491
„ 2nd „	Gosport	1	No	321
14th Foot, 1st „	Bombay.	1	Yes	485
„ 2nd „	Hobart Town	1	Yes	346
	Melbourne	1	Yes	
15th Foot, 1st „	Bermuda.	1	No	446
„ 2nd „	Cork	2	Yes	257
16th Foot, 1st „	Halifax	1	Yes	463
„ 2nd „	Dublin	2	Yes	249
17th Foot, 1st „	Newry	2	Yes	683
„ 2nd „	Mullingar	2	Yes	215
18th Foot, 1st „	Curragh	2	Yes	373
„ 2nd „	New Zealand.	1	No	139
19th Foot, 1st „	Bengal.			
„ 2nd „	Madras.			
20th Foot, 1st „	Aldershot	2	Yes	345
„ 2nd „	Fort Beaufort	1	No	134
21st Foot, 1st „	Curragh	2	Yes	438
„ 2nd „	Madras.			
22nd Foot, 1st „	Fredericton	1	No	544
„ 2nd „	Newcastle	1	Yes	196
23rd Foot, 1st „	Bombay.			
„ 2nd „	Brecon	1	No	435
	Newport	1	Yes	
24th Foot, 1st „	Malta	3	Yes	501
„ 2nd „	Burmah.			
25th Foot, 1st „	Aldershot	2	Yes	579
„ 2nd Batt.	Bengal.			
26th Foot	Ditto.			
27th „	Chatham.	2	No	92
28th „	Gibraltar	1	Yes	492

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
29th Foot	Toronto	2	Yes	596
30th „	Halifax	1	No	529
31st „	Malta	1	Yes	454
32nd „	Fort Beaufort	1	Yes	298
33rd „	Portsmouth	1	Yes	334
34th „	Aldershot	2	Yes	494
35th „	Portsmouth	2	Yes	373
36th „	Bengal.			
37th „	Ditto.			
38th „	Ditto.			
39th „	Fermoy	2	Yes	401
40th „	Ashton	2	No	274
	Carlisle	1	No	
41st „	Bengal.			
42nd „	Edinburgh	1	No	428
43rd „	Jersey	1	No	467
	Guernsey	1	No	
44th „	Kilkenny	2	Yes	384
45th „	Madras.			
46th „	Bombay.			
47th „	Barbadoes	1	Yes	394
	Trinidad	1	No	
48th „	Malta.	2	Yes	488
49th „	Bombay.			
50th „	Sydney	1	Yes	254
51st „	Portland	1	No	336
52nd „	Malta	2	Yes	449
53rd „	Quebec	2	Yes	517
54th „	Belfast	2	No	315
	Londonderry	1	No	
55th „	Bengal.			
56th „	Waterford	2	Yes	125
57th „	Devonport	2	Yes	236
58th „	Bengal.			
59th „	Ceylon	2	Yes	204
60th Rifles, 1st Batt.	Montreal	1	Yes	608
„ 2nd „	Bengal.			
„ 3rd „	Madras.			
„ 4th „	New Brunswick	1	Yes	752
61st Foot	Bermuda	2	Yes	621
62nd „	Cork	2	Yes	639
63rd „	Fermoy	2	Yes	248
64th „	Malta	2	Yes	514
65th „	Dublin	1	Yes	288
66th „	Curragh	2	Yes	337
67th „	Portsmouth	2	Yes	137
68th „	Manchester	2	No	407
69th „	Montreal	2	Yes	469
70th „	Kinsale	2	Yes	190
71st „	Gibraltar	1	No	382
72nd „	Limerick	2	Yes	358
73rd „	Colombo	2	Yes	201
74th „	Gibraltar	2	Yes	480
75th „	Hong Kong	1	No	367

APP. XL.

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
76th Foot	Burmah.			
77th „	Bengal.			
78th „	Montreal	2	No	733
79th „	Bengal.			
80th „	Fleetwood	1	No	289
81st „	Buttevant	2	Yes	343
82nd „	Bombay.			
83rd „	Gibraltar	2	Yes	584
84th „	Jamaica	2	Yes	559
85th „	Bengal.			
86th „	Mauritius	1	Yes	314
87th „	Malta	2	No	453
88th „	Bengal.			
89th „	Athlone	2	Yes	360
90th „	Bengal.			
91st „	Dover	1	Yes	140
92nd „	Curragh	2	Yes	134
93rd „	Bengal.	2	Yes	349
94th „	Dover	2	No	271
95th „	Bombay.			
96th „	Ditto.			
97th „	Aldershot	2	Yes	566
98th „	Ditto	3	Yes	568
99th „	Cape Town	1	Yes	323
100th „	Montreal	2	Yes	577
101st „	Gosport	2	Yes	194
102nd „	Bengal.			
103rd „	Ditto.			
104th „	Ditto.			
105th „	Ditto.			
106th „	Ditto.			
107th „	Ditto.			
108th „	Bombay.			
109th „	Bengal.			
Rifle Brigade, 1st Batt.	Ottawa	1	No	631
„ 2nd „	Devonport	2	Yes	455
„ 3rd „	Bengal.			
„ 4th „	Chester	1	Yes	490
West India Regiments, 1st	Bathurst	1	No	57
„ „ 2nd	Sierra Leone	1	Yes	71
„ „ 3rd	Cape Coast Castle	1	No	46
„ „ 4th	Jamaica.			
	Barbadoes	2	No	18
Ceylon Rifle Regiment	Ceylon	1	No	644
Cape Mounted Riflemen	King William's Town.	2	No	96
Royal Canadian Rifle Regiment	Chambly	1	No	75
	Isle Aux Noix	1	No	60
	Kingston	2	Yes	266
	St. John	2	No	151
	Newfoundland	1	No	124

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
Commissariat Staff Corps	Aldershot	2	Yes	112
	Dublin	1	Yes	71
Military Store Staff Corps	Woolwich	1	No	167
Military Labourers	Barbadoes	1	No	175
School of Musketry	Hythe	1	No	44
Depôt Battalions, 3rd	Shorncliffe	2	Yes	173
„ 4th	Colchester	2	Yes	426
„ 5th	Parkhurst	2	Yes	424
„ 6th	Walmer	2	Yes	424
„ 7th	Winchester	2	Yes	272
„ 8th	Colchester	3	Yes	590
„ 9th	Preston	3	Yes	541
„ 10th	Shorncliffe	1	Yes	356
„ 11th	Gosport	2	Yes	221
„ 12th	Shorncliffe	1	Yes	265
„ 13th	Pembroke	2	Yes	307
„ 14th	Sheffield	2	Yes	504
„ 15th	Aberdeen	1	Yes	240
	Stirling	1	No	159
	Perth	*	No	117
Detachment	Isle of Man	*	No	38
Cavalry Depôt	Canterbury	2	Yes	545
Royal Horse Artillery.	Aldershot	1	Yes	199
Ditto, Depôt	Maidstone	1	No	200
Royal Artillery.				
1st Brigade	Halifax	1	No	126
2nd „	Mauritius	1	No	62
3rd „	Montreal	1	Yes	233
4th „	Toronto	1	No	236
5th „	Madras.			
6th „	Portsmouth	2	Yes	222
7th „	Woolwich.			
8th „	Bengal.			
9th „	Dublin	2	Yes	188
10th „	Malta	2	Yes	208
11th „	Woolwich			
12th „	Gosport	1	No	99
13th „	Plymouth	2	Yes	273
	Pembroke	1	No	101
14th „	Bombay			
15th „	Gibraltar	2	No	368
16th „	Bengal.			
17th „	Dover	3	No	209
18th „	Bombay.			
19th „	Bengal.			
20th „	Madras.			
21st „	Bombay.			
22nd „	Bengal.			
23rd „	Madras.			
24th „	Bengal.			
25th „	Ditto.			

* Library used as Recreation Room.

APP. XI.

Regiment.	Where Stationed.	Number of Rooms.	Refreshment Bar.	Number of Subscribers, Mar. 31, 1869.
Detached Batteries - -	Alderney - -	1	No	78
	Aldershot -	1	No	178
	Ballincollig -	2	No	13
	Barbadoes -	2	No	59
	Bermuda - -	2	Yes	145
	Devonport -	2	No	116
	Dorchester -	1	Yes	144
	Fort George -	1	No	17
	Guernsey - -	1	No	64
	Hochelaga -	1	No	76
	Jamaica - -	1	No	85
	Jersey - -	1	No	73
	Kingston - -	2	Yes	159
	Leith Fort -	1	No	89
	London, C.W. -	1	Yes	145
	Newfoundland -	1	No	85
	Quebec - -	2	Yes	227
	Sheerness - -	2	Yes	447
	Shoeburyness -	1	No	184
	Shorncliffe -	1	Yes	292
	St. Helena -	2	No	99
	St. Helen's Island	2	Yes	51
	Tynemouth -	1	No	14
	Warley - -	2	Yes	208
	Woolwich—			
	Non-commis. officers -	1	No	728
	Gunners -	1	No	347
Royal Engineers.	Aldershot -	2	Yes	407
	Bermuda - -	1	No	116
	Chatham - -	2	Yes	650
	Curragh - -	2	Yes	142
	Dover - -	1	No	87
	Dublin - -	1	No	9
	Halifax - -	1	No	42
	King William's Town - -	2	Yes	80
	Malta - -	2	Yes	179
	Mauritius -	1	No	26
	Point Levis -	2	No	163
	Portsmouth -	1	No	65
	Southampton -	1	No	74
	Weymouth -	2	No	72
	Woolwich -	1	No	108
	Total - -	-	- -	64,650

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